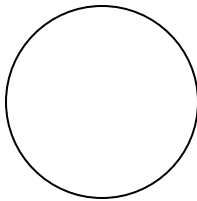


Utah Model for Comprehensive Counseling and Guidance: K-12 Programs



Utah Model

for Comprehensive Counseling
and Guidance: K-12 Programs
Selected Documents



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Career and Technical Education

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Utah Model for Comprehensive Counseling and Guidance: K-12 Programs

First Edition



**Dedicated to:
R. Lynn Jensen
“A career of helping students make good decisions.”**

Citation Guide

When citing from this publication, use the following reference:

The Utah Model for Comprehensive Counseling and Guidance Program adapted from:
American School Counselor Association (2005). The ASCA National Model: A Framework for
School Counseling Programs, Second Edition.
Alexandria, VA: Author.

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Second edition, 2005

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2008

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Foreword

(Modified with permission of the American School Counseling Association)

Echoing the words of Trish Hatch, updating the Utah Model for Comprehensive Counseling and Guidance is an enormous undertaking, but it is necessary. Much about professional school counseling in Utah, and across the nation, has changed since the publication of the last Utah Model for Comprehensive Counseling and Guidance (CCG) in 1998. Not surprisingly, the demands on professional school counselors in Utah continue to increase; school improvement, high levels of achievement for all students, and the never-ending rounds of testing leave professional school counselors struggling to maintain effective CCG programs. Now, more than ever, professional school counselors in Utah need to reaffirm our basic philosophy, our identity and our daily standards of practice through this new Utah Model for Comprehensive Guidance and Counseling.

The ASCA National Model for School Counseling states:

Standardizing the practices of an entire profession is an enormous undertaking, but for school counseling, it is necessary. The profession has suffered from a lack of consistent identity, lack of basic philosophy and, consequently, a lack of legitimization. ASCA wishes to thank Judy Bowers and Trish Hatch, PhD., who took on the task of developing *The ASCA National Model: A Framework for School Counseling Programs*, which was above and beyond their responsibilities as ASCA Governing Board members. The work of developing The ASCA National Model is their gift to ASCA and to school counselors across the country. They researched history, collected and analyzed state documents, conducted conversations, synthesized material and wrote the program handbook. Their joint efforts have produced a document intended to guide a state, district or local school through the process of designing, developing, implementing, and evaluating a program committed to enhancing high achievement for every student.

“There is strength in numbers! What a great opportunity to team up and align ourselves with The American School Counselors Association model – making us a stronger more effective profession.”

– Lisa Hardy,
Jordan School District

FOREWORD

Thank you to Tina Ammon, Ed.D., for providing the leadership and vision for the state of Arizona in the late 1980s and early 1990s to develop a comprehensive competency-based guidance (CCBG) program. Thank you to the school counselors in the Tucson Unified School District and to the counselors in Arizona for their dedicated work since 1990 to develop and refine a CCBG program. Their yearly work at the Arizona Counselor Academy has been used as a guide in the development of The ASCA National Model. Thank you to the leadership of the Tucson Unified School District during the last 13 years for allowing me to be involved in state and national initiatives for school counseling programs. I especially appreciate the support provided in allowing me to be involved in creating *The ASCA National Model: A Framework for School Counseling Programs*.

– Judy Bowers, 2003

In 1997-98, a task force of Moreno Valley Unified School District (MVUSD) school counselors began transforming the district's program to align with ASCA'S National Standards. The following year, all counselors started measuring results, leading to both state and national awards. A special thank you to these dedicated school counselors who each year create action plans, measure results, lead, advocate and promote systemic change. Many of the forms, samples and examples in this document were taken from the Moreno Valley Program and the work of its school counselors. Thank you also to the administration and School Board of MVUSD who supported my efforts in this project and my involvement with the professional associations, the California Department of Education for its consultation, the Riverside County Office of Education for its grant and the Riverside County school counselors who piloted The ASCA National Model.

– Trish Hatch, 2003

“CCGP has given me, as a school counselor, validity and a place in the elementary school. I am a respected, valued, and needed educator and part of the school team.”

– Janet Rice,
Weber School District,
former USCA President

Acknowledgements

Much gratitude must be expressed for those individuals who have paved the way for statewide implementation of the Utah Model for Comprehensive Counseling and Guidance (CCGP). Lynn Jensen caught the vision early on that a programmatic approach would be the best way to deliver comprehensive school counseling to students. Conversations between Lynn and Norm Gyspers in the early 1980s led to the development and implementation of the Utah Model for Comprehensive Counseling and Guidance. Lynn also provided the leadership that led to funding the Utah Comprehensive Guidance Program as a line item by the Utah Legislature in the Utah State Minimum School Program.

Of course Norman Gysbers from the University of Missouri–Columbia receives our never-ending gratitude for developing the Comprehensive Guidance Model and for providing more than 15 years of training to Utah school counselors and administrators.

From mid–1993 through September 1998, Judy Petersen, as the Specialist for Secondary Comprehensive Guidance, oversaw the proliferation of schools involved in training, implementation and approval for fully implemented Comprehensive Guidance Programs. Her extensive travels across the state and multiple presentations to local school boards facilitated the nearly universal adoption of Comprehensive Guidance as the model for school counseling programs in Utah. More details on the statewide implementation of the Utah Model for Comprehensive Counseling and

Guidance can be found in the section of this document entitled “Introduction: History of CCGP in Utah.”

Gratitude also goes to the writers of the previous version of the Utah Model for Comprehensive Guidance and Counseling (1998): Judy Petersen, Kevin Branch, Sue Hall and Mary Ann Thurgood, as well as to those who have contributed to other versions over the years: Mike Vaughn, Brian Walker and others.

I express deep gratitude to Pat Martin, currently vice president of the College Board and formerly Director of the Ed Trust Transforming School Counseling Initiative. Her presentation, “Acting As if You Really Believe in All Students,” at the 1999 ASCA National Conference had tremendous influence on my perspectives and expectations for CCGP Programs. She has been a wonderful colleague, friend and role model for me.

Much gratitude is expressed to the American School Counselor Association (ASCA) for permission to base this current Utah Model for Comprehensive Counseling and Guidance on *The ASCA National Model: A Framework for School Counseling Programs*, 2nd Edition. Judy Bowers and Trish Hatch, the developers of The ASCA National Model, have been wonderful friends and colleagues over the years. Particular thanks must be expressed to Richard Kwok-sze Wong, the Executive Director of ASCA, for inviting me as the Utah Specialist for Comprehensive

ACKNOWLEDGEMENTS

Counseling and Guidance to participate on the task force for The ASCA National Model. That task force provided me with two years in a professional learning community that influenced my thinking and improved my practice. My thanks to those original task force members: Norm Gysbers, Curly (C. D.) Johnson, Bob Myrick, Judy Bowers, Trish Hatch, Pam Gabbard, Peggy Hines, Mark Kuranz, Sam Maliszewski, Pat Martin, Susan Mellegard, Pat Schwallie-Giddis, and those who joined us later: Jill Cook, Carol Dahir, Reese House, Brenda Melton, Mary Pat McCartney, Paul Meyers, Carolyn Sheldon, and Russ Sabella.

Also thanks to Jill Rakestraw, Publications Editor for ASCA, for encouraging and supporting this adaptation of The ASCA National Model, and for her fine example as a writer and an editor.

Thanks to Tom Sachse, the current Specialist for Secondary Comprehensive Counseling and Guidance. Tom's twenty-plus years as a school counselor give him powerful insights—he is a great colleague and friend. Thanks also to Brenda Goodrich, our former assistant at the USOE, whose organizational skills kept us all moving along; to Susan Loamanu, our current assistant, for her willingness to do whatever is needed even in mid-stride; and to Susan Thomas, also at the USOE, for her research, writing, and editing skills. Also much gratitude to Mary Shumway, Director for Career and Technical Education, who provides leadership and support for us to do what needs to be done.

Thanks to the current and past members of the following state-wide committees for the Comprehensive Counseling and Guidance Program:

High School Statewide Steering Committee: Cheryl Cox, Ken Nielsen, Kris Hart, Leigh Ann McCann, Peggy Nissen, Richard Valdez, and Sharon Alldredge.

Middle School Statewide Steering Committee: Chris Richards-Khong, Gary Bennett, Larry Jensen, Lynn Meek, Marie Shepherd, Rose Evans, and Teresa Thompson.

Elementary School Statewide Steering Committee: Betty Moffat, DeAnn Graff, Debbie Wosnick, Hollie Todd, Janet Rice, Joan Groves, Mike Carr, and Robert Munding.

Statewide Advisory Committee: Bob Wood, Brian McGill, Camille Odell, Chris Richards-Khong, Craig Haslip, Dory Walker, Debbie Wosnick, Janet Rice, Jed Lyman, Kris Dobson, Lillian Tsosie-Jensen, Susan Loving, the late Lynn Jensen, Mike Liechty, and Rich Shepherd.

Finally, thanks to the professional school counselors in Utah who work every day to make a difference in the lives of students. You are a help and inspiration to us and the work we do to provide leadership and support for your efforts. Thanks for all of you who provide feedback and suggestions so we can serve you better. Please stay in touch with us.

Dawn Kay-Stevenson
January 2008

Preface

(Used with permission from the American School Counselor Association)

ASCA is indebted to the three professionals who for many years led the counseling profession to new horizons by challenging where the profession had been and suggesting where it might be going. Their participation in the development of The ASCA National Model® and the ASCA Annual Conference in June 2002 was historically significant. Following are their reflections and their vision for the future of school counseling.

The Center of Education

Norm Gysbers, Ph.D.
University of Missouri–Columbia

My vision for guidance and counseling is for every school district in the United States to have a fully implemented comprehensive guidance and counseling program, serving all students and their parents and staffed by active, involved school counselors working closely with parents, teachers, administrators and community members. When guidance and counseling is organized and implemented as a program, it places school counselors conceptually and structurally in the center of education, making it possible for them to contribute directly and substantially to their local school districts' educational goals. As a result, guidance and counseling becomes an integral and transformative program in the district, not a marginal and supplemental activity.

The program approach not only provides the means and common language across all school district levels for ensuring all students and their parents benefit from guidance and counseling activities and services, but it also provides the foundation

for accountability. This approach is results-based, contributing to the achievement of student results—results established by local districts in their school improvement plans. Also, this approach mandates regular review and evaluation of a district's comprehensive guidance and counseling program using program standards; ongoing review and enhancement of the program's content, services and activities; and yearly evaluation of the district's school counselors' performance, using established performance standards.

What is the value-added benefit of having a fully implemented comprehensive school guidance and counseling program in place in local school districts? Research conducted in Missouri (Lapan, Gysbers, & Petroski, 2001; Lapan Gysbers, & Sun, 1997) has shown that when school counselors have the time, the resources and the structure of a comprehensive school counseling and guidance program in which to work, they can contribute to positive student academic success and

student career development as well as to the development of positive and safe learning environments in schools. In Utah, Nelson and Gardner (1998) found that students in schools with more fully implemented guidance programs rated their overall education as better, took more advanced mathematics and science courses and had higher scores on every scale of the American College Testing program.

Being involved in developing and implementing a comprehensive school guidance and counseling program may seem overwhelming, but the rewards are substantial. More pride in being a school counselor is evident. More support is generated because guidance and counseling is no longer seen as an ancillary support service. And perhaps most important, students, parents, teachers, administrators and the community are served more effectively. These are the strong messages sent by school counselors

and administrators who are using the program approach to guidance and counseling in their school districts.

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We Have Only Just Begun

Sharon K. Johnson, Ed.D.
Professor
California State University
Los Angeles

We have only just begun the process of discovering and inventing the new organizational forms that will define guidance and counseling programs in the 21st century. We must learn to see the world anew.

Student support programs are at best a series of communities represented in the professional organization that are interdependent and diverse, embracing differences, releasing energy and building cohesion. The broader educational community will be enhanced by the health of the smaller professions that constitute the

C. D. Johnson, Ph.D.
Counselor Education Professor
School of Psychology
Walden University

whole. Counselors within each community define all community. Building the global community of the future is not the work of tomorrow. We are each called to build it today – to build it now.

The importance of this effort of establishing a guide for school counselors' use cannot be overstated. Through this initial development, ASCA has assumed leadership in beginning the process of discovering and inventing the new organizational forms that will define guidance and counseling contributions in the 21st century. School counseling

professionals are called to see the world anew, to build the models and programs of the future and to start today.

The model presented by ASCA is admittedly a composite drawn primarily from three successful models that have many years of research and successful implementation in school districts. These are the Norm Gysbers and Pat Henderson model, the Sharon Johnson and Curly Johnson model and the Bob Myrick model. The task of the ASCA writing team was a daunting one—to review current, successful results-based models, identify common elements and somehow fit those elements together into a comprehensive model that draws on the

best of each selected model. The primary authors of this document, Judy Bowers and Trish Hatch, with the assistance of the executive director, held three meetings that led to consensus on the content by the ASCA Governing Board and other contributors. All agreed that the model presented is only a beginning and guide for the school counselors to use to begin their efforts to establish a comprehensive, results-based guidance program that is relevant for their individual school communities. We highly endorse ASCA's model for use as a tool to begin the long process of making the shift to student results-based guidance programs.

***“Whatever is flexible
and flowing will tend to
grow and whatever is
rigid and blocked will
atrophy and die.”***

*– from The Tao of
Leadership*

A Next Step Into History

Robert Myrick, Ph.D.
University of Florida, Gainesville

It has taken a great number of personal and professional actions to advance school counseling to where it is today. There have been countless events where dedicated counselors consulted with one another and discussed what they were doing in their jobs, what they saw as their mission, what made their contributions unique and what their role should be. The ASCA National Model was created and molded by such counselors through task groups, conferences and committees. It is a significant professional effort and undertaking.

There are thousands of school districts, and each has a history that reveals how its counseling and guidance program was put in place and evolved. In a school environment, numerous job functions can fall to counselors. Because political and economic conditions often influence the direction and development of student services, the challenges and demands on school counselors can change. The role of a school counselor can and does vary.

History shows that unless the role of a school counselor is clearly established, the whims of the times can threaten the very existence of counselor positions. In addition,

many of the early leaders who had a vision for the profession have left their legacy to new generations, many of whom assumed that counselors have always been in school and that certain tasks and responsibilities have always been in place. In reality, school counseling is a young profession, and like many children growing up, it can flop back and forth while trying to find a clear identity and purpose. Likewise, just as there are parents with different values, needs and home situations influencing children's growth and development, so are there diverse school districts and administrators who have their own ideas of what counselors should do.

We can point to some pockets of excellence, where school counselors have created exemplary programs and implemented successful counselor interventions. We talk about them with pride. On the other hand, there are school counselors who need help in defining, clarifying and advocating their roles and functions. Some are like a rudderless ship moving with the tides and waves of uncertainty.

The ASCA National Model suggests that school counselors can be more accountable when they follow a universal plan that can be implemented from state to state, district to district and school to school. The ASCA National Model captures the profession's vision of what counselors can do and outlines the fundamental components that characterize an effective and unique guidance program. It can be used to confirm best practices or to spark changes and improvements. It is a bold step that is timely and needed. It is the necessary next step in the profession's distinguished history.

"If we always do what we have always done, we will always get what we have always gotten. Anything of value takes hard work to achieve it. Working smarter allows us to progress on the path and obtain greater heights."

*– Gary Smith,
Roosevelt Elementary,
Weber School District*

Introduction–History

This introduction serves a two-fold purpose: (1) to review the history of school counseling as summarized in *The ASCA National Model: A Framework for School Counseling Programs* and (2) to review the history the Comprehensive Counseling and Guidance Program in Utah.

History of School Counseling

(from *The ASCA National Model for School Counseling Programs*, 2nd Edition, used by permission)

School counselors continue to define new directions for their profession as they navigate through the educational landscape of the 21st century. The purpose of *The ASCA National Model: A Framework for School Counseling Programs* is to create one vision and one voice for school counseling programs. In understanding the school counseling profession's future, it is crucial to understand its past.

At the turn of the 20th century, school counselors did not exist. Instead, teachers used a few minutes of their time to offer vocational guidance to students preparing for work in a democratic society. The school mission of today is not altogether different than in the 1900s. Today, in a world enriched by diversity and technology, school counselors' chief mission is still supporting the academic achievement of all students so they are prepared for the ever-changing world of the 21st century. School counselors

do not work in isolation; instead, they are professionals, integral to the total educational program. This evolution from minutes a day to trained professionals implementing a school counseling program

is the result of professional scholars, counselor educators, administrators and school counselors having the vision, knowledge and determination to move forward (Hatch & Bowers, 2002).

School counseling training programs have conflicting and varied theoretical perspectives. Consequently, within the field we have programs that have trained counselors differently. School counselors began as vocational counselors nearly 100 years ago, and the profession has evolved to address all children in the comprehensive domains of academic, career and personal/social development.

During this evolution, differing philosophical perspectives developed between and among academic counselors, career counselors, and personal/social or mental health counselors regarding school counselors' role, function, purpose and focus.

“Creating a new approach to counseling in Utah’s public schools through the Comprehensive Counseling and Guidance Model was the result of years of hard work and practice of our professional school counselors. It was their vision to provide each school with the most effective, responsive counseling program that reaches out to all of Utah’s students.”

– Tom Sachse,
Secondary Comprehensive Counseling and Guidance

In the late 1950s and early 1960s, the National Defense Education Act provided funds to train school counselors. Although some in the field advocated for a directive approach to school counseling, the training school counselors received was heavily influenced by the client-centered view often called the nondirective approach to counseling. Counselors trained in programs rooted in psychological and clinical paradigms differed greatly from those rooted in educational paradigms. These varying perspectives confused and caused role confusion among school counselors, school administrators, teachers, and parents or guardians. In an effort to unify the profession, comprehensive guidance and counseling programs emerged in the 1970s and 1980s (Gysbers & Henderson, 2000; Myrick, 2003).

Historical analyses of earlier program descriptors include “vocational counselor,” “guidance counselor” and “guidance and counseling.” However, in 1990, ASCA’s Governing Board unanimously moved to call the profession “school counseling” and the program a “school counseling program.” This change was later reflected in an ASCA statement of the school counselor’s role. In 1997, ASCA published “Sharing the Vision: The National Standards for School Counseling Programs” (Campbell & Dahir, 1997) as a conscious effort to participate in the national reform agenda through the development of the ASCA National Standards. This landmark document for the profession, endorsed by national educational and professional organizations, contains student content standards for school counseling programs in the areas of academic, career and personal/social development. “Vision Into Action: Implementing the National Standards for School Counseling Programs” (Dahir, Sheldon & Valiga, 1998) provides

“ASCA has a long and valued history of helping counselors be more effective and efficient in their work.”

*– Bob Myrick, Ph.D.,
University of Florida*

school counselors with tools for selecting student competencies and suggestions for infusing competencies into the school counseling program. ASCA’s National Standards have been widely used in designing content standards for students in school counseling programs.

At its March 2001 meeting, ASCA’s Governing Board agreed that development of a national school counseling program model was the next logical step to build on the National Standards. ASCA held a meeting to create a National Model for School Counseling Programs and brought together leaders in the field to create the vision. ASCA moved forward in developing the model to address historical concerns, meet current challenges within the profession and assist counselor educators and practicing school counselors in planning for the future of their programs and the profession through one common lens.

The ASCA National Model: A Framework for School Counseling Programs maximizes the full potential of the National Standards documents and directly addresses current education reform efforts. This includes the reauthorization of the Elementary and Secondary Education Act, which emphasizes increased accountability for all federally funded programs.

The ASCA National Model: A Framework for School Counseling Programs is written to reflect a comprehensive approach to program foundation, delivery, management and accountability. The ASCA National Model provides the mechanism with which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs for students’ success. It provides a framework for the program components, the school counselor’s role in implementation and the

underlying philosophies of leadership, advocacy and systemic change. School counselors switch their emphasis from service-centered for some of the students to program-centered for every student. It not only answers the question, “What do school counselors do?” but requires us to respond to the question, “How are students different as a result of what we do?”

ASCA collaborated to develop the model after extensive review and synthesis of state, district and site models, bringing together the most important current concepts regarding school counseling programs.

Although The ASCA National Model serves as a framework for the development of a school counseling program, it is not meant to be replicated exactly as it is written here.

Counselors who implement effective programs consider local demographic needs and political conditions when integrating and adapting The ASCA National Model; therefore, is not intended to be used as a cookie-cutter

approach in developing school counseling programs. Rather, ASCA’s goal is to institutionalize the framework for and process of developing a school counseling program.

In *The ASCA National Model: A Framework for School Counseling Programs*, the school counselor serves as the program leader. ASCA collaborated with The Education Trust to infuse themes of advocacy, leadership and systemic change throughout the document (www.edtrust.org). The program defines the school counselor’s leadership role within the school counseling model. The school counselor’s leadership skills are important to the successful implementation of new or remodeled

programs at the school, district or state level. In this leadership role, school counselors serve as change agents, collaborators and advocates. School counselors must be proficient in retrieving school data, analyzing it to improve student success and using it to ensure educational equity for all students. Through collaboration with other professionals in the school building, school counselors influence systemic change and advocate for students and their counseling program by using strong communication, consultation and leadership skills.

The ASCA National Model incorporates school counseling content standards for every student, focusing the direction for an organized, planned, sequential and flexible school guidance curriculum. The ASCA

National Model recommends the use of disaggregated data to drive program and activity development, thus enabling school counselors to intentionally design interventions to meet the needs of all students and to close the gap between specific groups of students and their peers. The ASCA

National Model provides an organizational framework and accountability systems to determine how well students have met the standards or achieved intended outcomes. The school counseling program aligns goals and objectives with the school’s mission and ultimately leads to increased student achievement as demonstrated by results data.

The implementation of The ASCA National Model holds great promise for the school counseling profession and the students of this nation. In serving all students equitably, effective school counseling programs become data driven, and are annually evaluated and modified based on results. No matter how comfortable the status quo

“This document is not a quick fix but rather a step-by-step pathway to a school counseling program you can be proud of and know you can implement.”

*– Pat Schwallie-Giddis, Ph.D.,
George Washington University*

or how difficult or uncomfortable change may be, it is necessary to ensure that every student achieve success. The ASCA National Model promises to direct us away

from inconsistent program implementation and expectations toward a united, focused professional school counseling program with one vision in mind.

In response to concerns regarding whether the National Standards documents are standards for programs or students, The ASCA National Model Task Force concurred at its November 2002 meeting that the ASCA National Standards (Campbell & Dahir, 1997; Dahir, Sheldon & Valiga, 1998) are content standards for student academic, career and personal/social development. The National Standards are for students, not programs.

Other standards are addressed within this document: ASCA program standards (for program audits), ASCA school counselor performance standards (for school counselor evaluation) and ASCA Ethical Standards.

History of the Comprehensive Counseling and Guidance Program in Utah

(Summarized from the 1998 “History of the Comprehensive Counseling and Guidance Program in Utah,” written by R. Lynn Jensen and Judy Petersen)

During the 1980s, there was a growing concern with the counseling and guidance programs in Utah’s public secondary schools. Counselor numbers were not keeping pace with a burgeoning student population. During this time, counselor-to-student ratios rose from 1:430 to 1:550.

Program administrators in the Utah State Office of Education and leaders of the local vocational directors’ group believed dramatic measures were needed to restructure guidance in the state. They agreed to commit up to ten percent of federal, state, and local vocational education resources for school counseling support. However, tied to this commitment was a stipulation that school counseling be established as a full-fledged education program.

At that time Utah, along with several states such as Missouri, New Hampshire, Idaho,

Ohio, and Alaska, critically evaluated school counseling and guidance services and committed to implement a Comprehensive Counseling and Guidance Program.

The state leadership for counseling and guidance in Utah was aware of an ongoing effort in Missouri to systematically train counselors and implement the Comprehensive Counseling and Guidance Program (CCGP). A decision was made to develop an adaptation of that initiative as the “change agent” strategy for Utah. Several things were critical for an effective restructuring of the program:

- A new model had to be endorsed and supported by a broad-based group of education leaders in the state.
- Adequate time had to be devoted to the change process.
- The change had to be supported and facilitated by the key building administrator who was the principal.
- A full team of all of the school’s counselors and other key teachers and administrators had to participate in the change process.
- The change process had to be adequately funded to give the counselors planning and development time above and beyond their regular

“contract” days and to provide for the purchase of needed curriculum, materials, and equipment.

It was also believed that a small number of lead schools should be selected to initiate the process and that a supportive environment should exist at both the school and school district level in order to maximize the chances of successful program implementation in these lead schools.

By 1986 the Comprehensive Counseling and Guidance Model was widely embraced conceptually at the local and State Office of Education level. The Utah model focused on:

- Reaching 100 percent of the student population.
- Providing a programmatic approach to guidance.
- Ensuring accountability.
- Eliminating non-guidance activities such as clerical duties that could be done by non-certificated personnel, or quasi-administrative duties more appropriately assigned to other school personnel.
- Developing student competencies to address student needs.
- Defining the role of the school counselor within the Comprehensive Counseling and Guidance Program Model.

However, while many counselors spoke favorably of the model, systematic and full implementation failed to materialize in most schools. Then in 1989, amid growing dissatisfaction with counseling and guidance, a debate developed concerning the best approach to redirect and strengthen career guidance services in the schools. The subsequent conversion to a Comprehensive Counseling and Guidance approach happened through the following training schedule.

- 1989 – Training was provided to 11 pilot schools for the implementation of CCG Programs.
- 1990 – Another 12 schools joined in the three-year training commitment.
- 1992-93 – 12 of these 23 pilot schools received approval for fully implementing CCG Programs.
- 2003-04 – 251 of 257 target secondary schools received program approval.
- 2003-04 – Charter schools began training and implementation of CCG Programs.
- 2005-06 – Implemented in 242 of 259 target secondary schools.
- 2006-07 – Implemented in 262 schools.

The paradigm shift from “position” to program was not only consistent with the mission of education but also established rationale consistency throughout all of the components of the model. The model had a rationale and framework for ridding counselors of numerous non-guidance activities that occupied much of their time. It was evident that the model had the power to spur counselors into action. School counselor teams enthusiastically rose to the challenge of remodeling their program.

When funds were appropriated and then allocated to school districts on the basis of schools developing a guidance program that met CCGP standards, a final, powerful incentive was created to bring about a statewide adoption and implementation of the model.

Utah's Comprehensive Counseling and Guidance Program is unique in its statewide approach to implementation and its near-universal adoption by the middle/junior high schools and high schools of the state. For most school districts, CCGP funds have been effectively leveraged in keeping counselor-student ratios at workable levels. In 2007, the Utah Legislature suggested that schools receiving CCGP funds maintain a counselor-to-student ratio at 1:350 or

lower. In November 2008, the Utah State Board of Education passed a resolution proposing a 1:350 or lower required ratio.

Today the Comprehensive Counseling and Guidance Program has progressed significantly. For example:

- The average counselor-to-student ratio is now 1:397 at the secondary level.
- However, the average counselor-to-student ratio at the elementary level is 1:1,164
- The amount of time counselors spend working directly with students has held steady at 80 percent or greater.
- Career exploration resources (e.g., *Choices Planner* and *Choices Explorer*) are more available and accessible.
- Counselors are provided effective annual training in the Comprehensive Counseling and Guidance Program.
- Parent support and involvement in the Student Education Plan (SEP) and Student Education Occupation Plan (SEOP) process has increased.
- Student participation and student interest in the SEP/SEOP process has increased.

Training

The Utah State Office of Education plays an integral role in the overall function of the Comprehensive Counseling and Guidance Program. The state CCGP specialist provides leadership for in-service and technical assistance to counselors, administrators, teachers, district- and state-level personnel and others. In addition, the state provides leadership and assistance in the development of materials and resources to assist schools and districts in strengthening individual components of the Utah model. In effect the state personnel have developed a statewide strategy for implementation of the model that individual schools and districts can easily follow.

The state CCGP specialist works with districts to identify schools that are ready for training in the Comprehensive Counseling and Guidance Program. Any public secondary school is eligible to participate; however, only public schools, including charter schools, which enroll students in grades 7 through 12 are eligible to receive state-legislated funding. Initially, the state-sponsored in-service training was held annually in August. Secondary school counseling and guidance teams that included counselors, administrators, and counseling program secretaries or clerks and career center personnel attended their appropriate level of training—a first-year, second-year, or third-year session. Schools were trained on the following:

- First-year schools were trained in the basic components of developing and managing a school guidance program and introduced to the Utah model.
- Second- and third-year schools reviewed Comprehensive Counseling and Guidance Program concepts and their past year's accomplishments, and then made plans to move on to a more focused training concentrating on the areas of program assessment and evaluation and any "Utah-specific" Comprehensive Counseling and Guidance Program issues.

Currently, every new secondary professional school counselor, new administrator or new secretary/clerk or career center staff member participates in a one-day Basic Training with an experienced member of the school counseling and guidance team. The goal of this training is to help these team members come to a common understanding of terminology, create a synergy between old and new learning, and provide team time for planning to move the Comprehensive Counseling and Guidance Program forward.

In addition, during June more than 700 professional school counselors, building administrators and district personnel participate in the annual Career and Technical Education Summer Conference: Comprehensive Counseling and Guidance Training. This training consists of a half-day of college articulation information for all school counselors, one day of break-out information sessions and one day of half-day skill-building sessions. The elementary guidance specialists (which may include school psychologists and school social workers) have been fully integrated into the two full days of CCGP training.

Funding

So far, incentive funding has been available only for secondary CCG Programs. In part this is because the initial funds were made available through Perkins and Career and Technical Education (CTE) funding, which is restricted to secondary students. Currently, CTE provides incentive grants, based on school enrollments, to secondary schools that meet the rigorous standards of the CCGP Performance Review. These evaluations are performed by out-of-district, peer-to-peer evaluation teams, which encourage programs to connect to the mission of the local school and provide evidence of contributions to student achievement. Beginning with the 2002-03 school year, the funding process has included:

- An RFP from the local school district with assurances for monitoring program quality.
- Two annual data projects from each CCGP modeled after the ASCA Guidance Activities and Closing the Gap Action Plans and Results Reports.

The state CCGP specialist monitors the status of program implementation and makes recommendations to the Utah State

Board of Education for funding increases. The funding request proceeds through a rigorous prioritization process. After this process takes place, a recommendation is made by the Utah State Office of Education to the Utah State Legislature for additional program funds. This process requires looking at the funding formula and the total number of schools trained in Comprehensive Counseling and Guidance and anticipating their readiness for meeting program standards.

The formula used to calculate the funds secondary schools receive is based on the Weighted Pupil Unit (WPU) and school enrollment. The value of the WPU increases with inflation. The original funding formula was based on bands of enrollment: 1 – 399, 400 – 799, 800 – 1199, and greater than 1200.

In December 2003, the Utah State Board of Education approved restructuring of the funding formula for the Comprehensive Counseling and Guidance Program – a base equivalent to 6 WPU for enrollments up to 400 allocated to every Comprehensive Counseling and Guidance Program, plus a per-student stipend for enrollments beyond 400 prorated to the allocation, about \$32.00 per student, capping at 1,200 students. With the 2007 increase, schools receive an additional 1.5 WPU if they provide matching funds.

The impetus for the change in the funding formula came from smaller districts with decreasing enrollments; even ten fewer students enrolled at a school could result in a drop to a lower funding band and a loss of more than \$10,000 overnight. The new formula relies on the October 1 enrollment count from the previous year, which gives districts additional stability in planning for personnel, the primary use of the Comprehensive Counseling and Guidance Program funds.

In 2007, the Utah State Legislature approved an additional \$1,000,000 for the CCGP incentive grants with intent language that schools accepting CCGP funds need to commit to keep counselor-to-student ratios at 350:1 or lower. This increased funding will allow the base funding for each participating school to be increased to the equivalent of 7.5 WPU.

The challenge to find incentive funding to support the implementation of Comprehensive Counseling and Guidance Programs at the elementary level remains.

Program Success

A 1998 study of the Utah secondary Comprehensive Counseling and Guidance Program sought to answer this question: “What impact does the level of implementation of the Comprehensive Counseling and Guidance Program have on important descriptors of student success and other characteristics?”

An overall analysis of the information presented in the study suggests a pattern of meaningful and statistically significant differences between high and low implementing schools.

Improvements in Student Achievement

- *Students in high implementing schools took more advanced mathematics and science courses.*
- *Students in high implementing schools took more technical courses.*
- *Students in high implementing schools had higher ACT scores in every area of the test.*

Other Important Indicators

- *Students in high implementing schools rated their overall educational preparation as more adequate.*
- *Students in high implementing schools rated their job preparation as better.*

- *Fewer students in high implementing schools described their program as “general.”*
- *Students in high implementing schools rated guidance and career planning services in the schools higher.*

As evidenced by this study, Comprehensive Counseling and Guidance Programs affect important student outcomes and other characteristics that have a positive effect on each student.

Another study in 1999 evaluated the level of program implementation and pupil-counselor ratios within the secondary Comprehensive Counseling and Guidance Program. The study asked school counselors to indicate the accuracy of several statements describing various aspects of the Comprehensive Counseling and Guidance Program at their school.

The following are the major specific conclusions from the study:

- There is a statistically significant relationship between the pupil-counselor ratio and the level of Comprehensive Counseling and Guidance Program implementation in Utah secondary schools.
- Secondary schools that had the highest rates of implementation of Comprehensive Counseling and Guidance had pupil-counselor ratios below 400.
- Secondary schools that had the lowest rates of implementation of Comprehensive Counseling and Guidance had pupil-counselor ratios over 500.

“You can’t choose what you don’t know.”

– R. Lynn Jensen, Ed.D.
Former Project Director
Utah Career Resource Network

- Secondary schools with lower pupil-counselor ratios report that they can do a much more effective job of making Student Education Occupation Plans (SEOPs) a meaningful experience for students.
- Secondary schools with lower pupil-counselor ratios report that they can do a better job of providing individual assistance through responsive services to students.

The results from the study indicate strongly that a school's counselor-to-student ratio influences its ability to implement Comprehensive Counseling and Guidance at high levels and, thus, improve student performance. This strongly suggests that Utah public schools that have qualified for Comprehensive Counseling and Guidance funding more successfully implement the model and achieve positive results when the counselor-to-student ratio at their schools was near the recommended level of 400 students per counselor.

In 2005-06, the recommended counselor-to-student ratio was lowered to 1:350 to help counselors support the expectations of Performance Plus, the demands of No Child Left Behind (NCLB) and increasing responsibilities levied on each school counselor.

The most recent study of the Utah statewide Utah Comprehensive Counseling and Guidance program, completed in 2006, replicates the successes found by the 1998 study:

- Students in higher implementing schools take more high-level math, language arts and science classes.
- Students in higher implementing schools score better in every area of the ACT test.
- Students in both higher and lower implementing schools are less likely to describe their program of study as general, improving from the 1998

study levels at 49 percent and 58 percent, respectively to 38 percent and 46 percent respectively, for 2006.

Student Education Plan (SEP) and Student Education Occupation Plan (SEOP) – A Successful Feature

Since 1972, the Utah State Office of Education has had a policy requiring secondary schools to assist every student in preparing an individual education plan – a Student Education Plan (SEP). In 1984, the Utah Legislature mandated an SEP or SEOP for every student. In 2002, the Utah legislature removed the mandate for individual SEPs and SEOPs, placing the responsibility on the local district to develop “effective plans for implementation.” Since then the SEP and SEOP process has been strengthened by increased support at the local level.

The SEP/SEOP, along with standards for career development and exploration, comprises the individual planning component of the Utah model. The SEP/SEOP process helps students through a coordinated sequence of steps that enables them to:

- Explore possibilities.
- Expand opportunities.
- Plan for education and career goals.
- Review progress toward achieving those goals.
- Access personalized solutions to improve learning.
- Make connections between work in school, post-secondary training, and the world of work.

The SEP/SEOP is a primary strategy for recognizing student accomplishments and strengths, and for planning, monitoring, and managing education and career development in grades K-12. This is achieved through an ongoing partnership involving students, parents, school

counselors, and other school personnel, the original secondary SEOP incorporated student information and competencies in the following areas:

- Self-Knowledge
- Educational and Occupation Exploration
- Career and Life Planning

These areas assist students in establishing educational and personal/life goals, and connect students to activities that will help them achieve their goals. The successful SEP or SEOP process is a cooperative effort of the student, the student's parent(s) or guardian(s), and a counselor or other educator to plan, monitor, and manage student education and career development.

The SEP or SEOP is directed by student education needs and requirements, however, the planning process also includes information on the student's interests, talents, achievements, and goals. This information is reviewed in an SEP or SEOP conference with the student, the student's parent(s) or guardian(s), and a counselor or other key educator at least once yearly. In a best practices scenario, the SEP or SEOP is directed by the student, enabling him or her to take charge, in a developmentally appropriate way, of his or her own education and planning.

The Comprehensive Counseling and Guidance Program has been the means for implementing SEP/SEOP implementation and improvement which was originally mandated by the Utah State Legislature. With strong emphasis on individual students' planning, schools have created impressive formats for documenting student goals, plans, and progress. Schools have also recognized the importance of parental involvement in the SEP/SEOP process. The Comprehensive Counseling and Guidance Program has been recognized by Utah's Parent Teacher Association as the driving

force behind meaningful SEP/SEOP development for every student.

Other Successful Features

A strong, successful feature of the Utah model is the peer review evaluation process based on statewide program-approval standards. The peer review process provides opportunities for district and school administrators and counselors to leave their local areas and/or regions of assignment to review schools for Comprehensive Counseling and Guidance Program approval. This process facilitates an opportunity for training and networking among educators and ultimately strengthens the program implementation process.

Local schools and districts have taken the leadership role in developing materials, resources, and technology to support the model. For example, Davis District has developed an electronic SEP/SEOP as part of their district-wide strategic plan.

The original on-site review process required an out-of-district evaluation every three years. During the 2003-04 school year, the formal on-site review was changed to a six-year schedule, with local districts facilitating an interim three-year review focused on sharing of CCGP data projects: Guidance Activities and Closing the Gap Action Plans and Results Reports.

Advice to New Implementers

While the Comprehensive Counseling and Guidance Program Model is certainly of value to an individual counselor, it is most effective when implemented as a school, or better still, as a district program. The strongest programs are in those schools that receive strong and consistent support from the district. For this reason, a school that is considering adopting the model should elicit a commitment from the principal to be involved in the training and implementation process. It is critical for the

building administrator to understand the conceptual framework of the model, the language of the model and the desired outcomes. In short, the principal must become a full stockholder in the new program.

Counselors in the school and, if possible, some key teachers and administrators should participate as members of the implementation “team” and members of the “steering” and “advisory” committees. The proper formation and use of the steering and advisory committees has proven to be extremely beneficial to schools as they move to adopt the model. The supportive voice and action of key opinion formers in the school and in the community have often proven to be invaluable in establishing advocacy for the program.

There are three important areas to implement in order to achieve success in the Comprehensive Counseling and Guidance Program. They are:

1. Counselors should be willing to participate in the basic training for the model two or three times and periodically review implementation efforts against the model. The CCGP model represents such a fundamental shift in thinking that it takes both time and repetition for all of the pieces to fit together or to have full meaning.
2. Implementers of the CCGP model should make provisions for the program implementation team to plan and develop its program. Time must be spent away from the demands of team members’ daily routine. For example, four to six days before school starts, and then two to four days intermittently allocated during the year, provides the

minimal amount of time needed to plan and develop the program.

3. Counselors should be patient and continue to make incremental improvements in their program. Three to five years are needed to make the transition to the Comprehensive Counseling and Guidance Program. School counselors have a professional responsibility to constantly seek for an incremental improvement of the program. No school counselor should be satisfied if the CCGP at his or her school is not better this year than it was last year.

Many say they have never worked harder in their lives. They also say they have never been more satisfied in their professional roles. There has been an almost universal expression of an enhanced professional image and sense of professional pride and increased opportunity to productively affect students’ lives. The professional school counselor’s view of the worth of the program is mirrored in the expressions of administrators, school board members, the PTA organization, the Governor’s office, and many current and past state legislators.

“The Utah Model provides our professional organization structure to assist school counselors in meeting the developmental needs of all students in the state of Utah.”

– Kathy Bitner,
USCA President 2007-2008
Counselor, Alpine School District

Summary and Future Goals

The 1996 Utah state Public Education Strategic Plan envisioned a system that personalized education for each student, with 100 percent of Utah’s students achieving the objectives of their individually developed Student Education Plan (SEP) or Student Education Occupation Plan (SEOP). Such lofty goals posed a tremendous challenge for school counselors, who are in a key position to influence student decision making and

planning. To meet this challenge, professional school counselors in Utah successfully moved from traditional ancillary counselor services to a school-wide Comprehensive Counseling and Guidance Program.

Building on the 1996 strategic plan and using the Utah Comprehensive Counseling and Guidance Program as a model, school counseling has become recognized as a critical component of the educational system. Administrators, counselors, teachers, parents, local and state board members and some legislators recognize guidance and counseling as a vital component of every student's education.

CCGP maintains the following goals as it continues to provide effective counseling and guidance to students throughout Utah:

- Continue to support the implementation and expansion of CCGP at the elementary level, including finding sources for incentive funding.
- Impact all students in a powerful and effective way as to the importance of decision making and planning for life's next steps.
- Encourage and assist each student in developing a Student Education Plan (SEP) or Student Education Occupation Plan (SEOP).
- Direct the counseling and guidance program to provide opportunities for student growth in the areas of Academic/Learning Development, Life/Career Development, Multicultural/Global Citizen Development, and Personal/Social Development.
- Involve the school (students and staff), the home (entire family), and the community (neighborhood and workforce) in implementing a Comprehensive Counseling and Guidance Program.

*Beginning in 1989, the school counseling program in Utah was commonly referred to the Comprehensive Guidance Program or CGP. In the 2005-06 school-year, through feedback from the elementary, middle-school/junior high school and high school steering committees, the name was changed to Comprehensive Counseling and Guidance Program or CCGP. For consistency, Comprehensive Counseling and Guidance (CCG or CCGP) has been used throughout this section.

“We need to be the change we want to see happen. We are the leaders we have been waiting for.”

– Mahatma Gandhi

A School Counseling Program Is...

TOPICS INCLUDE:

- What Is a School Counseling Program?
- A Cooperative Effort
- Benefits of a School Counseling Program

What Is a School Counseling Program?

A school counseling program is comprehensive in scope, preventative in design and developmental in nature. This Utah Model for Comprehensive Counseling and Guidance Programs (CCGP), which is adapted from *The ASCA National Model: A Framework for School Counseling Programs*, is written to reflect a comprehensive approach to program foundation, delivery, management and accountability. School counseling programs are designed to ensure that every student receives the program benefits. Historically, many school counselors spent much of their time responding to the needs of a small percentage of their students, typically the high achieving or high risk. Like the ASCA National Model for School Counseling Programs, this Utah Model for CCG Programs recommends the majority of the school counselor's time be spent in direct services to all students so that every student receives maximum benefits from the program.

Comprehensive in Scope

A comprehensive school counseling program will focus on what all students, from pre-kindergarten through 12th grade, should know, understand and be able to do in these four domain areas: academic/learning development, life/career development, multicultural/global citizen development, and personal/social development. The emphasis is on academic success for every student, not just those students who are motivated, supported and ready to learn. The school counseling program helps all students achieve success

in school and develop into contributing members of our society.

Preventative in Design

By attending to school data, professional school counselors working with administrators and other educators can assist with early identification of students or groups of students who are not achieving at the same levels as their peers. Counselors are in the ideal position to advocate for students who need more—more time, more supports, more services. Counselors can also deliver guidance curriculum ranging from bullying prevention and intervention to

suicide prevention to dating violence awareness before such issues appear as a crisis.

Developmental in Nature

School counselors design programs and services to meet the needs of students at various growth and development stages. School counseling programs establish goals, expectations, support systems and experiences for all students. They provide the rationale for school counselors, school administrators, faculty, parents or guardians, businesses and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning. The CCGP Student Outcome Standards are public statements of what students should know and be able to do as a result of participating in a school counseling program in Utah.

The Utah Model, like the ASCA National Model:

1. Establishes the school counseling program as an integral component of the academic mission of your school.
2. Ensures equitable access to the school counseling program for all students provided by a state-licensed school counselor.
3. Identifies the knowledge and skills all students might acquire as a result of the K-12 school counseling program.
4. Ensures the school counseling program is comprehensive in design and delivered in a systematic fashion to all students.

Each student outcome standard is followed by student competencies and a list of

indicators enumerating desired student learning outcomes. Student competencies define the specific knowledge, attitudes and skills students should obtain or demonstrate as a result of participating in a school counseling program. These competency listings are not meant to be all-inclusive, nor is any individual program expected to include all of the competencies in the school counseling program. The competencies offer a foundation for what a standards-based program addresses and delivers. These can be used as a basis to develop measurable indicators of student performance.

“The timing of this model is ideal. Standards-based education has moved the focus of school from entitlement to performance. This has resulted in a shift from teaching to learning in classrooms. For school counseling programs, this means moving from services to programs and from measuring processes to measuring results.”

– Paul Meyers, California Department of Education

The standards for academic/learning development guide the school counseling program to implement strategies and activities to support and maximize student learning. Academic/learning development includes acquiring attitudes, knowledge and skills that contribute to effective learning in school and across the life span, employing strategies to achieve success in school and understanding the relationship of academics to the world of work and to life at home and in the community.

The student content standards for life/career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge, enabling students to make a successful transition from school to school, from school to the world of work and from job to job across the life career span. Career development includes the employment of strategies to achieve future career success and job satisfaction, as well as fostering understanding of the relationship between personal qualities, education and training and the world of work.

The standards for multicultural/global citizen development guide the school counseling program to provide the foundation for student participation in civil and global society, enabling students to acquire the attitudes and skills for tolerance for individual and community differences and for working out equitably and peaceably any conflicts over such differences.

Multicultural/global citizen development contributes to student academic success by enabling students to create a safe and accepting environment in which all students can learn and grow.

The standards for personal/social development guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success by facilitating student skills, attitudes and knowledge that help him or her understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.

Integral Part of the Total Educational Program

The Utah Model, like the ASCA National Model, supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic/learning development, life/career development, multicultural/global citizen development and personal/social development. The Utah Model encourages school counselors to become catalysts for educational change and to assume or accept a leadership role in educational reform. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies and activities of a developmental school counseling program. School counselors are advocates for students as the students strive to meet the challenges

and demands of the school system and prepare for transition after high school. School counselors are specially trained educators in a position to call attention to situations within the schools that defeat, frustrate and hinder students' academic success. School counselors are aware of the data identifying patterns of achievement and behaviors affecting student success. They provide the leadership to assess school needs, identify issues and collaborate with others to develop solutions.

The Utah Model for CCGP represents what a school counseling program should contain and serves as an organizational tool to identify and prioritize the elements of a quality school counseling program. It describes the program components and serves as a framework for developing and writing a school counseling program. The Utah Model guides districts and individual schools in designing, developing, implementing and evaluating a comprehensive, developmental and systematic school counseling program.

Designs a Delivery System

The delivery system (Gysbers & Henderson, 2000) describes activities, lessons and other areas in which counselors work delivering the program. School counselors use the four components below in the systematic delivery of the program.

- The curriculum component provides a method by which every student receives school guidance curriculum content in a systematic way.
- The individual student planning component provides all students with an opportunity to work closely with their parents or guardians to plan, monitor and understand their growth and development and take action on their next steps personally, educationally and occupationally.
- The responsive services component responds to the direct, immediate

concerns of students and includes, but is not limited to, individual counseling, crisis counseling, referrals or consultations with parents or guardians, teachers or other specialists.

- The system support component enables the school counseling process to be effective through leadership and advocacy, consultation, collaboration and teaming, program management and professional development. This component also provides appropriate support to other programs in the school.

Implemented by a State-Licensed School Counselor

Professional school counselors in Utah are licensed through the Utah State Office of Education and must possess a master's degree in school counseling. Although teaching experience is not required for licensure in Utah, it is important for school counselors to receive training in student learning styles, classroom behavior management, curriculum and instruction, student assessment and student achievement.

Conducted in Collaboration

Professional school counselors work collaboratively with parents or guardians, community members and other support services professionals as part of the student support services team. In addition, school resource officers, school nurses, school social workers and school psychologists are all part of an ideal student support system that pulls together, often in the form of a student assistance team, helping students and their families identify student needs and refer them to appropriate resources both within and outside of the school.

Monitors Student Progress

Monitoring is the process of reviewing data to determine if a student or group of students is demonstrating the desired results as delineated in the program goals and related student competencies.

Professional school counselors are expected to consistently monitor and enhance academic progress and achievement. They also advocate for educational and career planning and strive to remove barriers to learning and student achievement.

Driven by Data

School counseling programs are data-driven. Data create a picture of student needs and provide an accountable way to align the school counseling program with the school's academic mission. Although it is certainly important to know what services are provided for students through process data, such data doesn't provide the complete picture. Collecting process data, which is evidence that an event or activity occurred without a clear understanding of the activity's impact (i.e., perception and results data) is less meaningful because it does not provide enough information. Results data answer the question, "So what?" Results data show proof that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior or academic achievement. In addition, it is important to disaggregate data, which is the process of separating out data by variables such as gender, ethnicity or socioeconomic status, to examine equity issues and the needs of various student groups.

Seeks Improvement

The purpose of evaluation is improvement. School counseling programs receive valuable information from measuring results, enabling them to determine what is working and what is not. School counselors can use this information to evaluate the program and make necessary adjustments.

Shares Successes

Professional school counselors share their program successes. Informed stakeholders know and promote the value and necessity

of school counselors in children's lives. School counselors market and share the results obtained in successful programs with school sites and local, state and national stakeholders who need this information to

advocate for the improvement of school counselor-to-student ratios.

A Cooperative Effort

School counselors collaborate with many stakeholders to ensure a quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

School counselors manage the school counseling program and ensure effective strategies are employed to meet stated student success and achievement goals. The school counselor provides proactive leadership, which engages all stakeholders in the delivery of activities and services to help students achieve success in school. School counselors provide direct services to every student.

Teachers work in a partnership role with school counselors, developing and infusing guidance activities into the instructional program. This partnership can be used to extend the attainment of student achievement through collaborative classroom guidance experiences.

Administrators provide support for the organization, development and implementation of the school counseling program. They encourage school counselors and teachers to work cooperatively and allow time, facilities and resources to facilitate the process. The administrator recognizes and supports

school personnel and community members' important roles in the implementation of the school counseling program.

Parents or guardians work in partnership with school counselors to help their students be successful in school. They may also serve on advisory or other site committees. Parents or guardians are encouraged to collaborate with school personnel to become involved as advocates for the success of every student.

Students are active participants in the school counseling program and assume responsibility for their success in school and the formulation of effective plans to meet their personal educational and occupational goals. Students and counselors work together to ensure academic success.

"The ASCA National Model for School Counseling Programs will help school counselors become one vision and one voice for students' academic success."

— Pam Gabbard, Ballard County Elementary School & ASCA President 2001-2002

Community members such as business, labor and community agencies partner with schools in a variety of ways by volunteering, mentoring and providing sites for student service learning experiences and opportunities for work-based learning experiences.

(Adapted from Arizona Department of Education CCBG Program Model Handbook, 2002.)

Benefits of a School Counseling Program Based on the Utah Model

The Utah Model for Comprehensive Counseling and Guidance, like the ASCA National Model for School Counseling Programs, provides a system that encourages and promotes academic/learning development, life/career development, multicultural/global citizen development and personal/social development in preparation for the challenges of the 21st century. All stakeholders share the benefits of this organizational structure. School counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors, counselor educators, post-secondary institutions and the community. The following benefits have been updated from the Utah Model for CCGP 1998, in coordination with *Sharing the Vision: National Standards for School Counseling Programs* (Dahir & Campbell, 1997) to reflect *The ASCA National Model: A Framework for School Counseling Programs*.

Benefits for Students

- ◆ Ensures every student receives the benefit of the school counseling program by designing content curriculum for every student.
- ◆ Monitors data to facilitate student improvement.
- ◆ Provides strategies for closing the achievement gap because some students need more.
- ◆ Promotes a rigorous academic curriculum for every student.
- ◆ Ensures equitable access to educational opportunities.
- ◆ Fosters advocacy for students.
- ◆ Supports development of skills to increase student success.

Benefits for Parents or Guardians

- ◆ Provides support for advocating for their children's academic/learning, life/career, multicultural/global citizen and personal/social development.
- ◆ Supports partnerships in their children's learning and career planning.
- ◆ Ensures academic planning for every student.
- ◆ Ensures access to school and community resources.
- ◆ Provides training and informational workshops.
- ◆ Connects to community- and school-based services.
- ◆ Provides data for continuous information on student progress.
- ◆ Ensures every student receives the content of the school counseling curriculum.
- ◆ Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- ◆ Promotes an interdisciplinary team approach to address student needs and educational goals.
- ◆ Increases collaboration with school counselors and teachers.
- ◆ Supports development of classroom-management skills.
- ◆ Provides a system for co-facilitation of classroom guidance lessons.
- ◆ Supports the learning environment.
- ◆ Promotes teaming to increase student achievement.
- ◆ Analyses data to improve school climate and student achievement.

Benefits for Administrators

- ◆ Aligns the school counseling program with the school's academic mission.
- ◆ Provides a school counseling program promoting student success.
- ◆ Monitors data for school improvement.
- ◆ Provides a system for managing a school counseling program.
- ◆ Articulates a process for evaluating a school counseling program.
- ◆ Uses data to jointly develop school counseling goals and school counselor responsibilities.
- ◆ Provides useful data for grant applications and funding sources.
- ◆ Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate.

Benefits for the Boards and Departments of Education

- ◆ Provides a rationale based on data for implementing a school counseling program.
- ◆ Ensures equity and access to a quality school counseling program for every student.
- ◆ Demonstrates the need for appropriate levels of funding.
- ◆ Articulates appropriate licenses and staffing ratios.
- ◆ Informs the community about school counseling program success.
- ◆ Supports standards-based programs.
- ◆ Provides data about improved student achievement.

Benefits for School Counselors

- ◆ Defines responsibilities within the context of a school counseling program.
- ◆ Seeks to eliminate non-school-counseling program activities.
- ◆ Supports access to every student.
- ◆ Provides a tool for program management, implementation and accountability.
- ◆ Recognizes school counselors as leaders, advocates and change agents.

- ◆ Ensures the school counseling program's contribution to the school's mission.

Benefits for Counselor Educators

- ◆ Builds collaboration between counselor education programs and schools.
- ◆ Provides a framework for school counseling programs.
- ◆ Provides a model for site-based school counseling fieldwork or internships.
- ◆ Increases data collection for collaborative research on school counseling programs.
- ◆ Establishes a framework for professional development to benefit practicing school counselors.
- ◆ Promotes alliances with other educator training programs.

Benefits for Post-secondary Education

- ◆ Enhances articulation and transition of students to post-secondary institutions.
- ◆ Prepares every student for advanced educational opportunities.
- ◆ Motivates every student to seek a wide range of substantial, post-secondary options, including college.
- ◆ Encourages and supports rigorous academic preparation.
- ◆ Promotes equity and access to post-secondary education for every student.

Benefits for Student Services Personnel

- ◆ Defines the school counseling program.
- ◆ Maximizes collaborative teaming to ensure individual student success.
- ◆ Uses school counseling program data to maximize benefits to individual student growth.
- ◆ Increases collaboration for utilizing school and community resources.

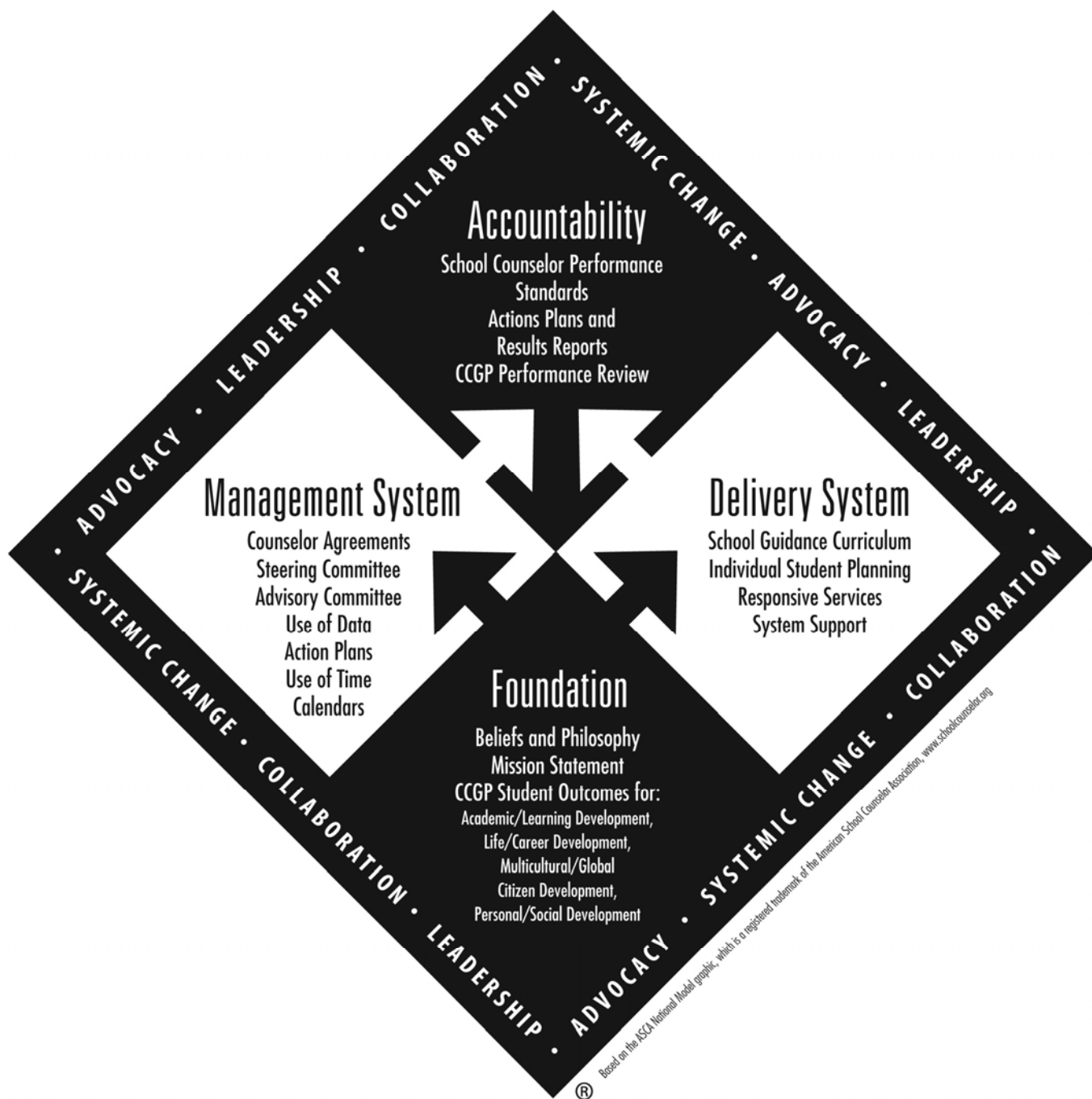
Benefits for Community: Business, Labor and Industry

- ◆ Increases opportunities for business, industry and labor to actively participate in the school counseling program.
- ◆ Builds collaboration, which enhances a student's post-secondary success.
- ◆ Connects business, industry and labor to students and families.
- ◆ Supports the academic preparation necessary for students' success in the workforce.

“The question comes down to program vs. service. With service you get a lot of time with a few needy students. Programs make it possible to serve every student. So a very GOOD program could accomplish both. All counselors should embrace the Utah Model.”

*— Mike Jones,
School Counselor, Cache District*

Notes:



The Utah Model for Comprehensive Counseling and Guidance Programs

TOPICS INCLUDE:

- The Utah CCGP Model
- Elements of the Utah Comprehensive Counseling and Guidance Model
- Themes: Leadership, Advocacy, Collaboration and Teaming, Systemic Change

The graphic shown opposite (which is adapted by permission from the ASCA National Model® graphic) represents the operational structure and components of Utah's CCG Programs. The graphic contains three levels and four squares, each representing one of the major systems of the Utah Model; the arrows in each square point to the systems they influence as in a building-block approach. Note that the arrows for the foundation (the first level) lead to the management and delivery systems (the second level). Finally, looking closely, one can see how the black arrow points from accountability down to the foundation component. This stresses the importance of using information learned through the accountability process to refine the foundation of an effective school counseling program. The border of the graphic represents school counselor skills and attitudes of leadership, advocacy, and collaboration, which lead to systemic change. These overriding concepts surround and affect the blocks representing the interdependence of the four systems.

Elements of the Utah Comprehensive Counseling and Guidance Model

Foundation

The foundation provides the *what* of the program, discussing what every student will know and be able to do.

Beliefs and philosophy: The philosophy is a set of principles (usually a set of “we agree” statements) that guides the program development, implementation and evaluation. It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principle contained in the philosophy. Local schools may work with their district CCGP advisory committee to define beliefs, philosophy and mission statements at the district level.

Mission: A mission statement describes the program’s purpose and provides the vision of what is desired for every student. A school counseling program mission statement aligns with and is a subset of the school and district missions.

Domains: The school counseling program facilitates student development in four broad domains—academic/learning development, life/career development, multicultural/global citizen development and personal/social development—to promote and enhance the learning process.

The CCGP Student Outcomes: The CCGP Student Outcomes serve as the foundation for the Utah CCG Program. Student competencies define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in a K-12 school counseling program. They are

developed and organized into content areas. If a local district does not have counselors at the elementary level, districts and feeder systems are well-advised to plan a K-12 CCGP.

Delivery System

The delivery system addresses *how* the program will be implemented.

Guidance curriculum: The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate for their developmental level.

Individual student planning: The individual planning component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in

establishing personal goals and developing future plans. In the Utah CCGP Model the Student Education Plan (SEP) is addressed with students in elementary grades and is thoroughly embraced through the Student Education Occupation Plan (SEOP) and process for students in secondary grades. For students at all grade levels, developmentally appropriate career development activities are an essential component of individual planning.

Responsive services: The responsive services component consists of activities to meet students’ immediate needs. These

“The National Model for School Counseling is ASCA’s most thoughtful and assertive effort to ensure that school counselors across the nation can provide comprehensive school guidance and counseling programs.”

*— Bob Myrick, Ph.D.,
University of Florida*

needs may include counseling, consultation, referral, peer mediation or information.

Systems support: The systems support component consists of the professional development; consultation, collaboration and teaming; and program management and operation activities that establish, maintain and enhance the total school counseling program (Gysbers & Henderson, 2000).

Management Systems

The management system addresses the *when* (calendar and action plan), *why* (use of data) and *on what authority* (adoption of CCGP by the local school board or governing body, management agreement tools and advisory council) the program will be implemented.

Management agreement tool: School counselor and administrator agreements can include statements of responsibilities by each counselor specifying the program results the counselor is responsible for achieving during the year. It also includes how counselors divide the program responsibilities. These important agreements can be negotiated with and approved by designated administrators at the beginning of each school year, and can provide a useful process for eliminating or minimizing non-school counseling activities.

Advisory council: An advisory council is a group of people appointed to review guidance program goals and results and to make recommendations. Representatives within the group include students, parents or guardians, teachers, counselors, administration and community members.

Use of data: A school counseling program is data-driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and related data.

- **Student monitoring:** Monitoring students' progress ensures that all students receive what they need to achieve success in school. It entails monitoring student achievement data, achievement-related data, and standards- and competency-related data. Collection, analysis and interpretation of student achievement data may be systemic by district or specific to school site, grade, class or individual.
- **Closing the gap:** The use of data will drive the program. The needs surface when disaggregated data are analyzed for every student. Data is necessary to determine where the school counseling program is now, where it should be, and where it is going to go. Needs are identified discrepancies between the desired results and the results currently being achieved (also referred to as "the gap").

"The SEOP process provides opportunities for students to discover and celebrate the characteristics that make them unique. As counselors, we can help students understand how to use this information to develop a unique and personalized plan for life/career success."

— Kristine Dobson, Utah Career Resource Network

Action plans: Two types of action plans, “guidance curriculum” action plans and “closing the gap” action plans, have become an integral part of the Utah CCGP Model. Their use ensures that a plan is in place for the program to reach every student. Guidance curriculum action plans include the domain, standard and competency addressed; description of guidance lesson activity; curriculum or materials to be used; time in which the activity is to be completed; the person(s) responsible for the delivery; and the means of evaluating student success. Closing the gap action plans also describe the data driving the decision addressing this competency.

Use of time: New counselors are often unsure how much time should be spent delivering services in each component area. The Utah CCGP Model provides a guide for school counselors and administrators to determine the time their program needs to spend in each of the four components of the delivery system.

- ♦ **Appropriate and inappropriate school counseling activities:** A comprehensive school counseling program requires counselors to spend the majority of their time in direct service (contact) with students. Therefore, school counselors’ duties are limited to program delivery and direct counseling services. Non-school-counseling program tasks, such as test administration and scheduling, are eliminated or reassigned, so school counselors can focus on the prevention and intervention needs of students in their program.

Calendars: Once school counselors determine the amount of time to spend in each area of the delivery system, a master calendar and weekly calendars are developed and published and effectively distributed to ensure that students, parents or guardians, teachers and administrators

know what is scheduled. This process will assist in planning and will ensure active participation in the program. Annual, monthly and weekly calendars facilitate planned activities being accomplished.

Accountability

The accountability system answers the question: “How are students different as a result of the program?”

Results reports: Results reports, which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and changed and improved as needed. Sharing these reports with stakeholders serves as a forum of advocacy for the students and sharing these reports within the district or the region can further facilitate program improvement. Immediate, intermediate and long-range results (impact over time) are collected and analyzed for program improvement.

School counselor performance standards:

The school counselor’s performance evaluation contains basic standards of practice expected of school counselors implementing a school counseling program. These performance standards may serve either as a basis for counselor evaluation or as a means for counselor self-evaluation.

Program Review: The Utah CCGP Performance Review provides evidence of the program’s alignment with the Utah CCGP Standards. While the CCGP Performance Review ensures each participating school program the eligibility to receive CCGP funds, the primary purpose for collecting information is to guide future action within the program and to improve future results for students. The purpose of evaluation is to aid program improvement.

Themes

The Utah CCGP Model, like the ASCA National Model, incorporates the four themes of leadership, advocacy, collaboration and systemic change as part of the framework of the model (The Education Trust, 1997). In the model graphic, the four themes are repeated around the frame to indicate the importance of the school counselors' work within these areas (see page 20). School counselors play a significant part in improving student achievement and are uniquely positioned to be student and systems advocates. School counselors ensure equity and access to rigorous education for every student (Martin & House, 2002).

Leadership: School counselors serve as leaders who are engaged in system-wide change to ensure student success. They help every student gain access to rigorous academic and career preparation that will lead to greater opportunity and increased academic achievement. Working as leaders, advocates and collaborators, school counselors promote student success by closing the existing achievement gap whenever it is found between students of color, poor students and underachieving students, and their more advantaged peers.

School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes and implement school reforms. In this way, school counselors can have an impact on students, the school, the district and the state.

Advocacy: School counselors advocate for students' educational needs and work to

ensure these needs are addressed at every level of the school experience. School counselors believe in, support and promote every student's goal to achieve success in school. School counselors work proactively with students to remove barriers to learning. As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high standards. Advocating for the academic success of every student is a key role of school counselors and places them as leaders in promoting school reform.

School counselors work as advocates to remove systemic barriers that impede the academic success of any student. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. Measurable successes resulting from these efforts will include the increased numbers of students completing school academically prepared to choose from a wide range of substantial post-secondary options, including college.

"It is my belief that school counselors who work within the structure of a comprehensive program, such as the ASCA National Model for School Counseling Programs, are empowered to be strong advocates for the students and parents they serve."

— Norm Gysbers, Ph.D.,
University of Missouri-Columbia

Collaboration and Teaming: School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the

common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify needed changes in the educational program.

School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members. By understanding and appreciating the contributions others make to educating all children, school counselors build a sense of community within the school, which serves as a platform from which to advocate for every student. In addition, school counselors are a vital resource for parents or guardians, educators and community agencies. Offering parent or guardian education, information and training in the community, school counselors are essential partners who enhance the educational opportunities of students and their families.

Systemic Change: With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic success or failure and student course-taking patterns. Collaborating as leaders within the school, counselors have access to quantitative and qualitative data from the school and relevant community sources. They use these data to advocate for every student, ensuring equity and access to a rigorous curriculum, which maximizes post-secondary options.

Systemic change occurs when policies and procedures are examined and changed in the light of new data. Such change happens with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

“Students are more important than the system.”

*— Reese House,
The Education Trust*

Foundation

TOPICS INCLUDE:

- Beliefs and Philosophy
- Mission Statement
- Utah Standards for Students:
 - Academic/Learning Development
 - Life/Career Development
 - Multicultural/Global Citizen Development
 - Personal/Social Development

The program's foundation serves as the solid ground upon which the rest of the program is built. The decisions made during this process become the *what* of the program. *What* will every student know and be able to do? Designing a strong foundation requires cooperative effort with parents or guardians, staff members and the community to determine what every student will receive as a benefit of a school counseling program. During the development stages, stakeholders are consulted when creating the philosophy, mission and overall program focus. The completed foundation is essential to ensuring the school counseling program is an integral part of the total educational program for student success. Elements include beliefs, philosophy, mission statement and Utah Standards for student academic/learning development, life/career development, multicultural/global citizen development and personal/social development.

Beliefs and Philosophy

Beliefs are personal. Each individual's beliefs must be discussed early in the process of developing a school counseling department philosophy. What we believe about students, families, teachers, and the educational process is crucial in supporting success for every student. Our beliefs are derived from our own background and experiences, and our beliefs drive our behavior.

Dialogue is required to ensure counseling teams and departments explore complex issues from many points of view. Each team

member should contribute to the discussion of the following questions:

1. What do we believe about achievement for every student?
2. Do we believe all students can achieve, given proper support?
3. Do we believe there are differences in learning styles for students and that children respond differently? How do we react to those responses?
4. What do we believe about the program's ability to provide academic/learning development,

- life/career development, multicultural/global citizen development and personal/social development for every student?
5. When we look at the school's mission of academic achievement, what responsibility does the school counseling program have to support this mission?
 6. What do we believe about educational reform and the school counselor's role in it?
 7. What do we believe about the role of parents or guardians, staff and community members within the school counseling program?

After all team members examine their own personal beliefs, they should share them with their teams. Beliefs are not right or wrong; they are what drive us to advocate for our students.

Assumptions

The philosophy of a comprehensive school counseling program is often based on certain assumptions. These assumptions will identify and briefly describe the foundation upon which a school counseling program rests. Assumptions give the program its shape and direction, its nature and structure. As an example, consider the following assumptions:

A school counseling program:

- Reaches every student.
- Is comprehensive in scope.
- Is preventative in design.
- Is developmental in nature.
- Is an integral part of a total educational program for student success.
- Selects measurable student competencies based on local need in the academic/learning, life/career,

multicultural/global citizen, and personal/social domains.

- Has a delivery system that includes school guidance curriculum, individual student planning, responsive services, and system support.
- Is implemented by licensed school counselors.
- Is conducted in collaboration with all stakeholders.
- Uses data to drive program decisions.
- Monitors student progress.
- Measures both process and outcome results, and analyzes critical data elements.
- Seeks improvement each year based on results.
- Shares success with stakeholders.

“The foundation elements clearly delineate desired results, and therefore what counselors will contribute.”

— C.D. Johnson, Ph.D.,
Retired Counselor Educator

Agreeing on program assumptions is the next step. After reviewing the above list of assumptions, school counseling teams should create their own list of assumptions to build into their school counseling philosophy.

Philosophy

The philosophy is an agreed-upon set of guiding principles an individual follows when implementing the school counseling program (Johnson & Johnson, 2001). It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principle contained within the philosophy statement. A statement of philosophy is:

- A set of beliefs that motivates program innovations.
- A set of values visible to all.
- A set of principles guiding professional contributions.

- A statement of professional conduct.
- A statement committing counselors to continuous professional growth.
- A source of collective power.

When developing a philosophy, school or district teams meet as a group to discuss their beliefs and philosophies. They then use the consensus process to develop the statement of philosophy for their program. At a minimum, a school counseling department philosophy should:

- Indicate an agreed-upon belief system about the ability of all students to achieve.
- Address every student.
- Address student developmental need and focus on primary prevention.
- Address the school counselor's role as an advocate for every student.
- Identify personnel to be involved in the delivery of program activities.
- Specify who will plan and manage the program.
- Use data to drive program decisions.
- Define how the program will be evaluated, and by whom.
- Include ethical guidelines or standards.

When developing a philosophy statement, the language and the meaning of the terms must be clear. For example, terms such as *manager*, *administrator*, and *planner* may have different connotations to different people on the team. It is important to clearly define who is generally responsible for all program functions such as developing the program, planning activities, monitoring student progress, implementing the program, providing program administrations and evaluating data.

“Even for states or districts with their own comprehensive, developmental guidance model, ASCA’s National Model contributes additional legitimacy, a new vision and rich resources.”

— Dawn Kay-Stevenson,
Coordinator, Student Services

Sample Philosophical Statement

The counselors in XYZ school believe:

- All students have dignity and worth.
- All students have the right to participate in the school counseling program.
- All students' ethnic, cultural, racial, gender differences and special needs are considered in planning and implementing the school counseling program.
- All students K-12 shall have access to a full-time, state-licensed, master's-degree-level school counselor to deliver the counseling program.

And that the XYZ comprehensive school counseling program should:

- Be based on specified goals and developmental student competencies for all students K-12.
- Be planned and coordinated by school counseling teams in coordination with other school, parent, or guardian and community representatives.
- Utilize many combined resources of the community to deliver programs.
- Use data for program development and evaluation.
- Be evaluated by a counseling supervisor on specified goals and agreed-upon student competencies.
- Actively involve counseling team members to monitor students' results.

And that all counselors in the XYZ school:

- Abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- Participate in professional development activities essential to maintain a quality school counseling program.

Mission Statement

One of the essential aspects of the foundation for a school counseling program is the creation of a mission statement, which gives your program overall direction and vision. A mission statement describes the program's purpose and provides the vision of what is desired for every student (Johnson & Johnson; Gysbers & Henderson, 1998). A school counseling program mission statement aligns with and is a subset of the school or district's mission. Thus, the school counseling program supports the learning environment and at the same time makes unique contributions to meeting students' needs

and nurturing their progress. The program's mission statement should be clear, concise, and specific as to the program's intent and what the program will contribute.

A mission statement:

- Keeps the program's focus on the beliefs, assumptions and philosophy.
- Establishes a structure for innovations.
- Creates a vision.
- Provides an anchor in the face of change.

The mission statement content should:

- Be written with students as the primary clients.
- Advocate for the equity, access and success of every student.
- Be written for every student.
- Indicate the content and competencies to be learned.
- Show links with the school, school district or state department of education mission statements.
- Indicate the long-range results desired for all students.

Some schools and departments prefer longer mission statements, while others prefer shorter ones. The idea is to create a mission statement everyone can support. The goal is to design a mission statement that is specific, concise, clear and comprehensive. Figure 3.1 illustrates the system by which school sites gather information to develop the school counseling program mission statement. Sites, districts, states and national organization linkages provide the necessary articulation of information for a cohesive statement that is integral to the total educational program. Accordingly, the state comprehensive school counseling program's mission statement is designed to reflect both the ASCA National Model and the state department of education. The school district's school counseling program's mission statement is designed to reflect the state school counseling program mission statement and the school district's mission statement. Finally, the site counseling program mission statement reflects the school district school counseling program's mission statement and the school site mission statement.

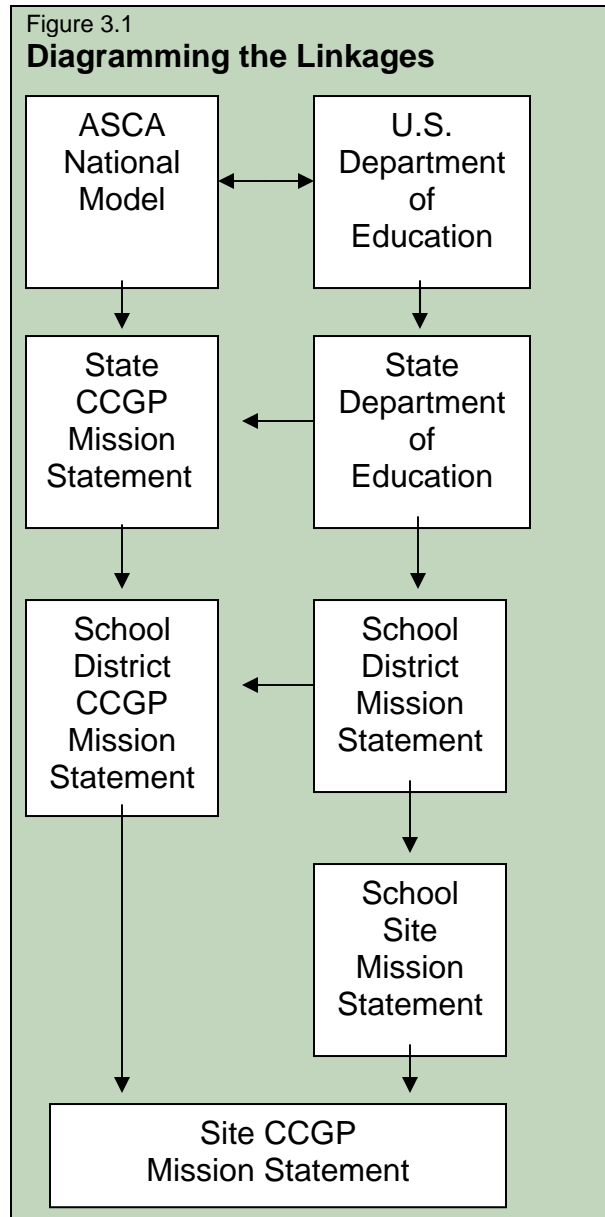


Figure 3.2

Sample Linkage of School Counseling Program Mission Statement

The following example illustrates one district's K-12 school counseling program mission statement. Phrases from the existing district mission, along with domains of ASCA's National Standards, are the foundation of the school counseling program's mission statement.

XYZ School District

The mission of XYZ School District is to prepare all students academically and socially to contribute at the highest levels as productive members of society, through a partnership of empowered students, educators, parents or guardians, and the community responsible for the learning process.

School Counseling Program Mission Statement

The mission of XYZ School District school counseling program is to provide a comprehensive, developmental counseling program addressing the academic/learning, life/career/multicultural/global citizen and personal/social development of all students. School counselors are professional advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents or guardians, and the community, school counselors facilitate the support system to ensure all students in XYZ School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

(Adapted from Moreno Valley Unified School District, Moreno Valley, CA.)

“The National Model reinforces the importance of linking the National Standards with the process of implementing a comprehensive, developmental, results-based program that is consistent with the current educational reform agenda and responsive to state, district, and building-level needs.”

*— Carol Dahir, Ed.D.,
New York Institute of Technology*

Utah Standards for Student Academic/Learning, Life/Career, Multicultural/Global Citizen and Personal/Social Development

In 1997, the American School Counselor Association published “Sharing the Vision: The National Standards for School Counseling Programs” (Campbell, & Dahir, 1997). This was followed by an implementation guide, “Vision into Action: Implementing the National Standards for School Counseling Programs” (Dahir, Sheldon, & Valiga, 1998). ASCA recognized the significance of these documents and the impact they have had on helping school counselors across the country design student competencies within their programs.

The ASCA National Model for School Counseling Programs incorporated these ASCA Standards into its foundation. As indicated on page 9, however, the ASCA Task Force participants agreed that the title of “National Standards for School Counseling Programs” did not accurately reflect the

purpose of the standards. The standards are not for programs themselves, but rather for students. As such, the nine ASCA Standards, and likewise the twelve Utah Standards, in the domain areas are actually *content standards for students*, much like states have content standards for students in math and science. The Utah Model for Comprehensive Counseling and Guidance Programs uses the Utah CCGP Standards for Student Outcomes in place of the ASCA National Standards. School counselors in Utah can use the standards for student competencies to help students achieve their highest potential. See Appendix, page 211

for a comprehensive chart of the Utah Standards for Student Outcomes.

DOMAINS, STANDARDS, COMPETENCIES AND INDICATORS

The school counseling program facilitates student development in four broad domains to promote and enhance the learning process. Standards for each domain provide guidance and direction for the state, school districts or feeder systems and individual school counseling programs. Student

competencies define the specific knowledge, attitudes, and skills students should obtain, and indicators demonstrate skill acquisition.

Domains

Domains are broad developmental areas including standards and competencies and promote behaviors that

enhance learning for all students. The four broad and interrelated domains of student development are:

- Academic/Learning
- Life/Career
- Multicultural/Global Citizen
- Personal/Social

Each of these areas of student development encompass a variety of desired student learning competencies, which in turn are composed of specific knowledge, attitudes, and skills. Each year, school counseling programs set measurable goals in the

“By asserting expectations and descriptions of what students should know and be able to do; counselors can assist school communities in moving away from long lists of abstract educational intentions toward measurable instruction, practice, and achievement.”

– Chris Richards-Khong,
Jordan School District,
Secondary Guidance Counselor Specialist

academic/learning, life/career, multicultural/global citizen, and personal/social domain areas.

The school counseling program reflects the progression of student development throughout the K-12 sequence. The school counselor utilizes a variety of strategies, activities, delivery methods and resources to promote the desired student development. The school counselor's responsibilities include the design, organization, implementation and coordination of the program; by accomplishing these, the goals of the counseling department and the school can be realized.

Content Standards, Competencies, and Indicators

Standards and goals are often used interchangeably. Standards are statements providing a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the students will achieve against a particular competency or set of indicators.

Competencies are specific expectations that students achieve in the content standard areas within the academic/ learning, life/career, multicultural/global citizen, and personal/social domains.

Indicators describe specific knowledge, skills or abilities that individuals demonstrate to meet a specific competency.

Ideally, the standards and competencies selected for implementation will be directly aligned with the school's goals. The school's goals, in turn, must show a relationship with the district as well as the state department of education's goals.

"I love the multicultural aspect of the Utah model. It brings Utah's heritage into school counseling."

*– Kathy Bitner,
USCA President 2007-2008
Counselor, Alpine School District*

Data on goal attainment is reported by the school counseling program to the school and district administration, the advisory council, and also to the staff, parents or guardians and students, making the program's progress toward reaching the standards visible to all stakeholders.

CROSSWALKS TO UTAH STANDARDS FOR STUDENT OUTCOMES

Crosswalking the standards for student competencies to the Utah state academic core, district and site documents and other national documents helps to show how a school counseling program aligns with the academic goals of the state and the school.

For example, standards for student outcomes may be aligned with:

- State education code, laws, and regulations.
- State board of education policies.
- Federal education policies.
- State academic content standards and frameworks.
- State accreditation standards.
- Local school board policies.

Crosswalk Student Outcome Standards Developmentally

The school counselor initiates and facilitates discussion with the staff to determine which student competencies are the most important to deliver based upon site or district need. The competencies provide direction to assess student growth and progress toward achievement of the twelve Utah Standards for Student Outcomes. Competencies are often identified through the use of needs assessments and data disaggregation.

These competencies become a reality check to guide program development and assess student growth and development. Competencies help to identify and monitor knowledge, attitudes and skills that students acquire and demonstrate as a result of participating in a K-12 counseling program. Competencies supporting the school mission can be prioritized by the school counselors and school staff for the purpose of having an impact on critical data elements and addressing specific student needs. From a district perspective, some competencies may be critical across all grade levels, while a different school system will emphasize certain competencies at particular grade levels.

There are 117 indicators listed in the Utah Standards for Student Competencies; they are not meant to be all-inclusive. No one school or district could possibly cover every competency every year. Those standards and competencies prioritized by the school or district guide the development of the program content in the academic/learning, life/career, multicultural/global citizen, and personal/social domain areas and are an integral part of individual planning for students, guidance curriculum, responsive services, and system support.

Counseling teams meet to discuss and determine which competencies should be covered to meet student needs. Teams may decide that they must prioritize their competencies if they have too many. Some competencies may cross all levels, while others are grade-specific. This is the perfect place for a school counseling program to align itself with the school's academic goals. The school counselor can facilitate the discussion with the staff to clarify which student competencies are most important to

assist students moving toward the school's specific academic goals.

Crosswalking Content Standards With the School Guidance Curriculum

As school counselors implement the school guidance curriculum and other activities, it is important to determine which competencies are being addressed. Crosswalks are generally a checklist of standards and competencies related to a scope and sequence of instruction, whether developmental or academic.

Crosswalking with current guidance curriculum offers counselors an opportunity to evaluate their current program and activities to determine the competencies that are already covered.

Aligning the curriculum to the content standards ensures that students acquire competencies that are integrated and cross-curricular. Competencies may also be met when counselors provide individual student planning or responsive services.

Evaluating the Crosswalk to Assess What is Missing

“Standards provide guidelines for counselors to develop student outcomes unique for the school.”

*— C.D. Johnson, Ph.D.,
Retired Counselor Educator*

After the standards are crosswalked by developmental level and current curriculum or activity, an assessment is made to determine which necessary competencies are not being addressed.

Competencies are representative and are used as a catalyst for the adaptation, modification or adoption of competencies. They are not intended or required to be adopted in a cookie-cutter fashion. Creative and appropriate modification for school site, district or even state needs is encouraged, if not recommended.

In summary, the first step crosswalks the standards developmentally and assists the team in determining what they believe *should be*. The second step crosswalks current curriculum or activities being delivered and assists the team in determining *what is*. In the final step, teams analyze what is missing in the context of their data analysis and make decisions

regarding what changes will be made to the program to ensure students receive what they need in the areas of academic/learning, life/career, multicultural/global citizen, and personal/social development.

“It takes courage to make a transformation at the core of a program, and the Utah Comprehensive Counseling and Guidance Model has empowered such a transformation by implementing a systematic, developmental counseling program that trusts professional school counselors to respond to the needs of all their students in an effective, accountable manner.”

– Tom Sachse,
Secondary Comprehensive Counseling and Guidance

Delivery System

TOPICS INCLUDE:

- School Guidance Curriculum
- Individual Student Planning
- Responsive Services
- System Support

Once the program foundation is completed, focus turns to the method of delivering the program to students. This section describes the activities, interactions and areas in which counselors work to deliver the program. The delivery system (figure 4.1) and the management system are intertwined throughout this process. The delivery system is the *how* of the implementation process, and the management system addresses the *when, why, by whom* and *on what authority*.

Figure 4.1

Delivery System Components

School Guidance Curriculum

Classroom instruction
Interdisciplinary curriculum
Group activities
Parent workshops and instruction

Individual Student Planning

Individual or small-group appraisal
Individual or small-group advisement
Including individual and/or small-group
SEPs or SEOPs
Age appropriate
Career Development Activities

Responsive Services

Consultation
Individual and small-group counseling
Crisis counseling/response
Referrals
Peer-facilitation

System Support

Professional development
Consultation, collaboration and teaming
Program management and operation

Adapted from Gysbers, N.C., and Henderson, P. (Eds.) (2000) *Developing and managing your school guidance program* (3rd ed.), Alexandria, VA: American Counseling Association.

DELIVERY SYSTEM

Within the delivery system there are four components: school guidance curriculum, individual student planning, responsive services and system support. All activities

included in a school counseling program fit into one of the four areas of the delivery system. The guidance curriculum component provides a vehicle to deliver content standards to every

student in a systematic way. The individual student planning component provides all students with an opportunity to work closely with parents or guardians to systematically plan, monitor and understand their educational and occupational growth and development. The responsive service

“It is all about getting the product to the consumer. The four components help provide the momentum and the ‘vehicle’ to get your counseling and guidance program up and moving.”

*– Chris Richards-Khong,
Jordan School District,
Secondary Guidance Counselor Specialist*

component responds to the direct, immediate concerns of students and includes, but is not limited to, individual and group counseling, crisis counseling,

referrals and consultation with parents or guardians, teachers or other professional specialists. The system support component enables the school counseling program to be effective through a variety

of support activities including professional development, consultation, collaboration and teaming, and program management and operations. The system support component also provides appropriate support to other educational programs in the school (Gysbers & Henderson, 2000).

School Guidance Curriculum

The school guidance curriculum component consists of a written instructional program that is comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered, as appropriate, by school counselors and other educators. The school guidance curriculum is designed to facilitate the systematic delivery of guidance lessons or activities to every student consistent with the school CCGP statements of philosophy, goals and student competencies. The guidance curriculum promotes knowledge, attitudes and skills through instruction in four content areas: academic/learning development, life/career development, multicultural/global citizen development, and personal/social development. The counselor's responsibilities include planning, designing, implementing and evaluating the school counseling curriculum.

The school counseling curriculum is planned, ongoing and systematic and

includes a clear explanation of the scope and sequence of its units of instruction. It is aligned and crosswalked with the Utah CCGP Student Outcomes and the local school district's academic goals. The curriculum should include statements of student competencies for each grade level and the indicators that are identified and used in the assessment of student competencies. The guidance curriculum and related competencies are documented in writing and are based on an assessment of the school counseling program's student population. The knowledge, skills and attitudes are taught using a variety of curricula or activities and materials. Student mastery of these competencies is assessed using pre- and post-tests, product creation or activity completion.

Curriculum planning and implementation include the methods and timelines for delivery of units of instruction including, but not limited to, classroom instruction; small-

group discussions; presentations to parents or guardians; assemblies; and collaborative activities with teachers, support personnel and other qualified educators.

The curriculum is delivered through such strategies as:

- **Classroom instruction:** School counselors provide instruction, team teach or assist in teaching the school guidance curriculum, learning activities or units in the classrooms, the career center or other school facilities.
- **Interdisciplinary curriculum development:** School counselors participate on interdisciplinary teams to develop and refine the curriculum in
- content areas. These teams develop a school guidance curriculum that integrates with the subject matter. The scope and sequence of the school guidance curriculum may include units delivered through other classroom disciplines.
- **Group activities:** School counselors conduct small planned groups outside the classroom to respond to students' identified needs or interests.
- **Parent workshops and instruction:** School counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the student school guidance curriculum.

Individual Student Planning

This component has been defined by the Utah State Board of Education and the Utah State Legislature as the Student Education Plan (SEP) and the Student Education Occupation Plan (SEOP). Individual student planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic/learning development, life career development, multicultural/global citizen development and personal/social development. Within this component, students evaluate their educational, occupational and personal goals. School counselors help students with Life/Career/Development as they transition from school to school, school to work, or school to higher education or career and technical training. These activities are generally delivered on an individual basis or by working with individuals in small groups

or advisement groups. The SEP and SEOP processes and conferences are a best practices strategy for including parents or guardians in individual student planning. Systematic delivery of individual planning for every student includes a documented strategy for student success.

Individual planning with students is implemented through such strategies as:

- **Individual or small-group appraisal:** School counselors work with students, analyzing and evaluating students' abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans. Consistent with district policy, counselors should meet with students yearly to develop and revise students' academic plans.
- **Individual or small-group advisement:** School counselors advise students using personal/social, educational, career and labor market

information in planning personal, educational and occupational goals. The involvement of students, parents or guardians and the school in planning students' programs that meet their needs is critical.

- **Parent/student meetings:** Counselors or other educators will meet with students and their parents or guardians annually (or consistent with local district policy) in individual and/or small-group planning conference to review goals resulting from individual appraisal and advisement. Goals will be revised as necessary to be consistent with current data and student and parent goals.

Next Step Planning and Follow-up

Transitions from one educational program to another, from one school to another, or from school to work will be successful as professional school counselors support students in gathering information, overcoming barriers, and establishing necessary conditions to maximize student achievement.

Examples of topics within this component are:

- ♦ Test score review, interpretation and analysis.
- ♦ Promotion and retention information.
- ♦ Review of behavior plans and goals.
- ♦ Career development and career decision making.
- ♦ Four- or six-year plans.
- ♦ Financial aid.
- ♦ Interest inventories.
- ♦ Senior exit interviews and surveys.
- ♦ Social skills.
- ♦ Test-taking strategies.
- ♦ College selection.
- ♦ Job shadowing.
- ♦ Senior planning appointments.

“The counselor is not the program.”

— Paul Meyers
California Department of Education

Responsive Services

The responsive services component of the school counseling program consists of activities to meet students' immediate needs and concerns. These needs or concerns require counseling, consultation, referral, peer facilitation or information. This component is available to all students and is often student initiated through self-referral. However, teachers, parents or guardians or others may also refer students for assistance. Although school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation.

School counselors offer a range of services along the continuum from early intervention to crisis response to meet students' needs. School counselors consult with parents or guardians, school personnel and other identified parties when developing plans and strategies for facilitating student development. Specific, ongoing responsive services provided by school counselors, such as individual and group counseling, crisis management and suicide prevention, are planned and goal-focused. There are written procedures to be used in crisis situations.

Responsive services are delivered through such strategies as:

Consultation: Counselors consult with parents or guardians, teachers, other educators and community agencies regarding strategies to help students and families. School counselors serve as student advocates.

Individual and small-group counseling: Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Individual and small-group counseling helps students identify problems, causes, alternatives and possible consequences so students can take appropriate action. Such counseling is usually short-term in nature. *School counselors do not provide ongoing therapy.* When necessary, referrals are made to appropriate community resources.

Crisis counseling: Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency

situations. Such counseling is usually short-term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors can provide a leadership role in the district's crisis intervention team process.

Referrals: Counselors are referral sources to deal with crises such as suicidal ideation, violence, abuse, depression, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.

Peer facilitation: Many counselors train students as peer mediators, conflict managers, tutors and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other. Mentors and tutors provide additional support.

System Support

System support consists of management activities that establish, maintain and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing in the following arenas:

Professional development: School counselors are involved regularly in updating and sharing their professional knowledge and skills through:

In-service training: School counselors attend school in-service training to ensure

their skills are updated in areas of curriculum development, technology and data analysis. They also provide in-service instruction in the school counseling curriculum and other areas of special concern to the school and community.

Professional association membership: As the school counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by attending professional association conferences and meetings.

Post-graduate education: As school counselors are completing post-graduate course work, they are encouraged to contribute to the professional literature.

Consultation, collaboration and teaming:

Through consultation, partnering collaborating and teaming, school counselors provide important contributions to the school system.

Consultation: Counselors must consult with teachers, staff members and parents or guardians regularly in order to provide information, to support the school community and to receive feedback on the emerging needs of students.

Partnering with staff, parents or guardians and community relations: Counselors orient staff, parents or guardians, business and industry, civic and social service organizations and community members in comprehensive counseling and guidance programs through such means as partnerships, newsletters, local media and presentations.

Community outreach:

Activities included in this area are designed to help counselors become knowledgeable about community resources, referral agencies, field experience sites, employment opportunities and local labor market information. This may involve counselors visiting local businesses, industries and agencies on a regular basis.

School Community Councils: Professional school counselors participate in school and district committees which provide information on community, parent or guardian, and student expectations for the CCGP. Such participation provides two-way communication between the CCGP and the school and community. Often, participation with these committees provides the best

avenue for improving public relations for the CCGP.

District committees: By serving on site, district and department, curriculum committees and advisory boards, school counselors assist in generating school-wide and district support.

Program management and operations:

This includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled by members of the school staff.

Management activities: These include budget, facilities, policies and procedures, research and resource development.

Data analysis: Counselors analyze student achievement and counseling program-related data to evaluate the counseling program, conduct research on activity outcomes and discover gaps between different groups of students that need to be addressed. Data analysis also aids in the continued development and updating of the school

counseling program and resources. School counselors share data and their interpretation with staff and administration to ensure each student has the opportunity to receive an optimal education.

Fair share responsibilities: As team members within the educational system, school counselors perform “fair share” responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site. Counselors should not routinely be assigned sole responsibility for test administration and scheduling, nor for master schedule building or other non-school counseling activities.

“Although students are the primary focus, family, staff and community partnerships are essential elements of a school counseling program.”

*— Carolyn Sheldon,
Lewis and Clark College*

Management System

TOPICS INCLUDE:

- Using the Management Agreement Tool
- Advisory Council
- Use of Data
- Action Plans
- Use of Time
- Calendars

The management systems section of the Utah Model for Comprehensive Guidance and Counseling comes directly from ASCA's National Model for School Counseling Programs and describes the various organizational processes and tools needed to manage a school counseling program. The management is organized, concrete, clearly delineated and reflective of the school site's needs. Just as school administrators analyze their site data, develop plans of action to meet objectives, abide by a master calendar and provide organizational activities along the way, so too must the school counseling program. This section addresses *when* (action plan and calendar), *why* (use of data), *who* will implement (management agreement) and *on what authority* (adoption by local school board or governing body, management agreements, and advisory council) the school counseling program is delivered. In order to systematically deliver the guidance curriculum and address every student's developmental needs, the school counseling program must be effectively and efficiently managed. Clear expectations and purposeful interaction with the administration, teachers, staff, parents and students result in student growth, systemic change, and a school counseling program that is integrated into the total educational program. The result is change on the part of the student.

The organizational foundation on which a school counseling program is built includes systems of management, active input of an advisory council, action plans, student monitoring, use of time, calendars, use of data and a precise understanding of school counseling program and non-school counseling program responsibilities. Management systems include efforts by the administration to support school counselors

in delivering the program. Administrators and counselors work collaboratively to analyze student data and develop action plans and implementation timelines. Counselors set up calendars to ensure program implementation, careful monitoring of student progress and the maximization of the time spent executing the school counseling program.

Using the Management Agreement Tool

The use of management agreements within the school counseling program can enable effective implementation of the delivery system to meet students' needs. The entire school counseling staff, including the administrator in charge of school counseling, must make management decisions based on site needs and data analysis. Site principals and administrators must be involved in this important process.

When implementing a comprehensive school counseling program, management system decisions and agreements must be made regarding the organization and assignment of counselors (Johnson & Johnson, 2001). This, ideally, is accomplished in consultation with the principal or school counseling administrator prior to the next step in program implementation. It is recommended that:

- The school counseling team members and administrator review and discuss data-driven needs for the student population and school site based on data analysis.
- The school counseling team decide on a plan of action to meet student needs.
- The school counseling team and administrator agree on how students, guidance curriculum and services will be assigned to specific counselors.
- The school counseling team produce and present yearly a draft of the management agreement.
- The administrator reviews the management agreement and arrives at consensus with the school counseling team.
- In existing CCG programs, counselors use the Management Agreement Tool to negotiate away from the routine assignment of non-guidance activities.

Program implementation is predicated on integrating all elements of the school counseling program. (See sample management agreements in the Appendix on pages 139-144.) Organizational plans should include consideration of the following:

- How will students be assigned to school counselors to ensure every student has access to the program and acquires the predetermined competencies? Should assignment be by grade level, alpha breakdown, standards domain, academy or pathway, and will students see any counselor or a combination of counselors?
- Will counselors choose to specialize in different areas? Will the school site implement a "counselor of the day" program so there is always one school counselor available for crisis when others are delivering the guidance curriculum or participating in professional development?
- What amount of time should be spent delivering guidance lessons, providing individual student planning, delivering responsive services and managing system support? (See page 63.)
- Who is responsible for implementation of the various services and specialty tasks?
- How will counselors be compensated for work beyond the regular work day?
- What budget is available to purchase the necessary materials and supplies to implement the program?
- What professional development is needed to support the school counselor or team's ability to provide a comprehensive school counseling program?
- How often should the school counseling department meet as a team with the

administration, with the school staff and with the advisory council?

- Who determines how support services for the counseling team will be provided and organized? What role do school counseling assistants, registrars, clerks and volunteers play on the counseling team?

When school counselors and administrators meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly and is more likely to produce the desired results for students.

Advisory Council

An advisory council is a representative group of persons appointed to advise and assist the school counseling program within a school district. The advisory council reviews the program goals, competencies and results and participates in making recommendations to the school counseling department, principal and superintendent (Johnson & Johnson, 2001). Ideally, advisory council membership reflects the community's diversity. It should include representative stakeholders of the school counseling program: students, parents or guardians, teachers, counselors, administrators, school board members, business and community members. The council should meet at least twice a year.

Advisory council functions can vary. The area of specialization, number of years an educational program has been in existence, program size, community needs and other important items all affect the advisory council's functions. School counselors use data to analyze overall program effectiveness and to make decisions regarding changes in program content and delivery. The advisory council members, using their background and expertise, provide support, input and recommendations for program development and improvement throughout the process. The advisory council, therefore, can be an effective tool to help build an excellent school counselor program. Like any tool, it

must be adequately maintained and used properly.

Setting Up an Advisory Council

When creating an advisory council, the school counselor must consider two things: stakeholder representation and group size. The advisory council truly represents the school's stakeholders. The broader the representation on the advisory council, the more the group's work will accurately reflect the community's values, concerns, etc. Although broad representation is crucial, the council's size is also an issue. It is important to create an environment that is conducive to informed, constructive discussion. A council with too many members may be ineffective. Generally, a good rule of thumb is to establish a council with a minimum of eight members and a maximum of 20 members.

The first step in forming a viable council is selecting good candidates for membership. The council must be able to function as a communications link between the school counseling program and the various groups to be served: students, parents or guardians, educators, business and the community.

Careful selection of members is crucial; screening candidates is a good idea. Certainly, appointing members with sincere interests in the counseling program is recommended. Officially invite potential

members by letter to serve on the advisory council. Provide a brief explanation in the letter to indicate the amount of time that may be needed and some of the council's purposes. Also give potential members an opportunity to decline.

The advisory council's chairperson should have skills in planning and conducting meetings and developing an agenda. Additionally, the chairperson should possess group facilitation skills and consistently demonstrate a positive attitude toward others.

Terms of membership include appointments to definite terms of office from one to three years. Provision may be made for staggered replacement so there will always be experienced members serving. When a term has been expired, appoint a new council member for a new term.

The person in charge of the council calls the first meeting. Detailed information is provided to direct the council's purpose and goals. Along with this information, any reports, other information and data that have been previously collected are included in an information packet to each member.

Setting of meeting dates and times and other organizational activities should take place at the first meeting. Although the number of meetings may vary, it is suggested that the school counseling advisory council meet at least twice a year to collaborate and give input. At the beginning of the school year, the meeting is held to present the goals and objectives along with the calendar for the school counseling program. At the end of the year, the results gained in the program during the year are shared along with recommendations for program improvement.

Set the advisory council's goals and objectives in advance of selecting advisory council members. It is the responsibility of the educational institution and the counselor involved to let the council know the direction it should take. These goals can be subject to revision as the need arises. To ensure effectiveness, it is crucial that each advisory council meeting have a specific agenda and goals to be accomplished. Send minutes of previous meetings and an agenda of the upcoming meeting to each member several days in advance.

Use of Data

A comprehensive school counseling program is data driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, student achievement, and related data. The use of data:

“Disaggregated data is a powerful tool in the hands of a school counselor who is a student advocate. . . Just as data now drive decision-making in schools, so too must data drive the school counseling program.”

*– Peggy Hines, Ph.D.,
Indiana State University*

- Concretely demonstrates accountability and progress toward goals.
- Monitors student progress.
- Creates an urgency for change.
- Serves as a catalyst for focused action.
- Engages decision makers, district leaders, school teams, etc. in data-driven decision making.
- Challenges existing policies, practices, attitudes and mindsets.

- Exposes evidence of access and equity issues for focused advocacy and interventions.
 - Focuses resources, programs, interventions and strategies where they are needed most.
 - Supports grant proposals.
- (The Education Trust, 1997).

To create a data-driven school counseling program, school counselors must look at a wide variety of data from several perspectives. Through data analysis, school counselors, administrators, faculty and advisory council members are able to create a current picture of students and the school environment. This picture focuses discussion and planning around students' needs and the school counselor's role in addressing those needs.

MONITORING STUDENT PROGRESS

Using student and school site data to monitor student progress ensures all students receive what they need to achieve school success. School counselors should be proficient in the collection, analysis and interpretation of student achievement and related data. School counselors monitor student progress through three types of data: student achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data: Student achievement data measure students' academic progress. Student achievement data fields include:

- Standardized test data.
- Grade point averages.
- SAT and ACT scores.

- Graduation rates.
- At or above grade/achievement level in reading, math, etc.
- Passing all classes.
- Promotion and retention rates.
- Dropout rates.
- Completion of specific academic programs (i.e., academic honors, college prep, etc.).

Achievement-related data: Achievement-related data measure those fields the literature has shown to be correlated to academic achievement. These data fields include:

- Course enrollment patterns.
- Discipline referrals.
- Suspension rates.
- Alcohol, tobacco and other drug violations.
- Attendance rates.
- Parent or guardian involvement.
- Participation in extracurricular activities.
- Homework completion rates.

Standards- and competency-related data:

These data measure student mastery of the competencies delineated in the Utah CCGP Student Outcomes. These data could include:

- Percentage of students with four- or six-year plans on file.
- Percentage of students who have participated in work-based learning opportunities.
- Percentage of students who have set and attained academic goals.
- Percentage of students who apply effective personal or social skills.

“Our counselors spend endless hours, often unrecognized, serving students in the community. By sharing their results and successes, they no longer hide behind the comfortable veil of modesty; instead, they are celebrated and appreciated as the professionals they are.”

– Lori Holland, Moreno Valley Unified School District

Disaggregate Data

To ensure every student achieves high academic standards and masters the Utah CCGP Student Outcomes, it is important to not just look at aggregate, global data from the entire student body, but also to disaggregate the data. To disaggregate data, school counselors separate data by variables to see if there are any groups of students who may not be doing as well as others. For example, although a high school counselor might feel good about seeing that 60 percent of all seniors complete four full years of mathematics, she may not be as happy if she sees that 75 percent of white students complete the four years while only 20 percent of students of color complete four years of math. Disaggregated data often spur change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. (See “Closing the Gap,” on page 60.)

Although there are many variables by which data may be disaggregated, the common fields include:

- Gender.
- Ethnicity.
- Socioeconomic status (free and reduced lunch).
- CTE (multi-period CTE pathway identified).
- Language spoken at home.
- Special education.
- Grade level.
- Teacher(s).

Program Evaluation Data

It is critically important that school counselors use data to show the school counseling program’s impact. To do this, counselors need to evaluate process, perception and results data collected immediately, intermediately and over time (Hatch & Holland, 2001).

Process data: Process data answer the question, “What did you do for whom?” and provide evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice (i.e., did school counseling lessons occur in every sixth grade class on violence prevention? How many students were affected? How many students participated in small group counseling?).

Examples of process data include:

- Held six five-session counseling groups with eight students each on anger management.
- 1,350 sixth to eighth grade students received violence prevention school guidance lesson.
- 250 parents or guardians attended a career evening event.
- All junior high school students were seen individually to prepare a four-year plan.

Perception data: Perception data answer the question, “What do people think they know, believe or can do?” These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. These data are often collected through pre- and post-surveys, tests or skill demonstration opportunities such as presentations or role play, data, competency achievement, surveys or evaluation forms. Examples of perception data for competency achievement include:

- 100 percent of students in grades 9-12 have completed an academic plan.
- 100 percent of sixth grade students have completed an interest inventory.

Examples of perception data for knowledge gained include:

- 89 percent of students demonstrate knowledge of promotion retention criteria.
- 92 percent of students can identify the early warning signs of violence.

Examples of attitudes or beliefs data include:

- 74 percent of students believe fighting is wrong.
- 29 percent of students report feeling safe at school.
- 78 percent of students know the name of their school counselor.
- 90 percent of the parents or guardians feel they understand college entrance requirements.
- 70 percent of eighth grade students understand the relationship between academics and careers.

Results data: Results data answer the question, “So what?” The impact of an activity or program is documented through results data. These data show that your program has had a positive impact on students’ ability to utilize their knowledge, attitudes and skills to effect behavior change. These data are collected from myriad sources such as attendance rates, number of discipline referrals, grade point averages, student graduation rates, etc. Examples of results data for behavior change include:

- Graduation rates improved by 14 percent.
- Attendance improved among seventh grade males by 49 percent.
- Discipline referrals decreased by 30 percent.

Data Over Time

To get a true picture of the impact of the school counseling program, it is important to

look at data over time. Data can be collected over three different time frames: immediate, intermediate, and long-range.

Immediate: Data that measure the immediate impact of knowledge, skills and attitudes change as a result of counselor activity or intervention (e.g., pre- and post-tests on student competencies addressed in a classroom unit; four-year plan completed).

Intermediate: Data collected to measure application of knowledge, skills and attitudes over a short period of time (e.g., improved test-taking ability, improved classroom behavior after small-group counseling, improved grades this quarter after homework or study skill lessons).

Long-range: School-wide, year-to-year, longitudinal student impact data collected for areas such as student attendance, graduation rates and suspension data.

Data Analysis

“ASCA’s National Model for School Counseling Programs is the ultimate tool in helping us all to be on the same page, doing the best for students.”

*– Mary Pat McCartney,
Bristow Run Elementary
School*

School counselors do not have to be skilled statisticians to meaningfully analyze data. Simple percentages can create powerful pictures of what is happening in the school. For example, 72 percent of non-free and non-reduced-price lunch students pass the math portion of the state’s standardized test, while only 38 percent of the free and

reduced-price lunch students passed. Of the 12 children retained in first grade, 91 percent were boys. Of the 380 school suspensions, 80 percent were for tardiness.

Data Management

Most of the data fields mentioned above are typically available on the students’ academic cumulative records or in the school’s computerized data system. Student database systems are the most common means by which data are collected and

stored. These databases enhance the school counseling program's ability to monitor every student's progress. Although data are important, this does not imply that school counselors are attendance clerks. Schools may employ school counseling assistants or data clerks to assist in the collection and management of this information. Although data collection and analysis takes time, the benefits for students and the school counseling program greatly outweigh these costs. Each school district should decide what is important to be monitored.

In addition to school databases, school counselors may find relevant data through additional tools. Two examples are education and career planning folders and student credit card-sized compact discs.

Student Education and Occupation Plan folders and student portfolios:

These tools may be utilized by the students, parents or guardians and teachers to document and track student progress in the attainment of competencies related to student success. They are also used to showcase student accomplishments and achievements as related to student competencies. They may include the following documentation:

- Course selection
- Credits earned
- Involvement with activities, clubs, service learning, volunteer work
- Awards and certificates
- Assessments
- Interest inventories taken
- Letters of recommendation
- Student resume
- Work experience
- Leadership activities

New technology holds even greater promise of efficient and effective monitoring devices. Putting student information on the computer

for access by parents or guardians and students, making compact discs or "credit cards" with a magnetic strip that can be accessed for monitoring purposes are only a few of the ideas some schools are exploring. As technological sophistication grows, the formerly daunting task of monitoring student progress promises to become a manageable and valuable strategy. Counselors can't monitor everything; therefore, choices must be made depending on what is most appropriate and what is available at the local site.

CLOSING THE GAP

Schools are no longer judged by the accomplishments of their brightest students; they are held accountable for the progress of every student. Educational statistics indicate an achievement gap based on geographic location, ethnicity and socioeconomic status (The Educational Trust, 2002).

Quality teachers know that not all students learn in the same way or at the same speed. Through the analysis of disaggregated data, educators discover which groups of students need additional help and design interventions specifically geared toward those students' needs. For example, to help all students learn to the same high standards, teachers may create differentiated instruction, and schools might institute programs and activities designed to provide extra time and help to those students who need it. These intentional interventions are strategically designed to close the achievement gap.

In the same way, school counselors know that not all students come to school with equal academic and personal/social resources. Disaggregated data help uncover areas where groups of students are having difficulty. Analyzing disaggregated data also uncovers equity and access issues. Once the problem areas are brought

to light, it is important to thoughtfully consider those factors that are creating barriers in those areas. School counselors then strategically design programs or activities to help lessen the barriers and begin to close the gap.

The ultimate goal of a school counseling program is to support the school's academic mission. Ensuring academic achievement for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing and under-represented populations. School counselors do this by examining the student academic achievement data and developing interventions designed to help students succeed. These interventions may take the form of traditional school counseling activities such as classroom presentations and individual or small-group counseling. School counselors must also be advocates for students. For example, if data show that Mrs. Smith's students still have a high percentage of discipline referrals after the classroom lesson on conflict resolution, the school counselor may decide to do an extended unit on problem solving for her class. If the data show that the discipline referrals come from a group of five boys in her class who get into fights on the playground, then the counselor may decide to provide a guidance curriculum on anger

management or create an anger management group for boys. Although traditional interventions are helpful, school counselors must be advocates for students. As advocates, school counselors work to remove barriers that hinder academic success.

They challenge school policies that don't promote student achievement or equal access to a rigorous curriculum. School counselors advocate for adequate academic support mechanisms; tutoring classes, quality teachers, a rigorous curriculum and standards-based assignments are all variables that the literature has shown influence the achievement gap. School counselors also advocate for a school climate where access and support for rigorous preparation for every student are expected. For example, a policy that punishes tardiness with out-of-school suspension does not promote academic achievement and may need to be challenged.

The results of these interventions, designed to close the gap, can be documented with student-achievement and achievement-related data. These types of program results move school counseling from the periphery of the school's mission to a position where the educational community views it as crucial to student success.

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the responsible counselor intends to achieve the desired result (Johnson & Johnson, 2001). Action plans are utilized with the planned school guidance curriculum and with "closing the gap" activities.

The school guidance curriculum plan consists of structured developmental lessons designed to assist students in achieving the competencies (Dahir, Sheldon & Valiga, 1998). The lessons are presented systematically in K-12 through classroom and group activities. The purpose of the school guidance curriculum (as can be reviewed in the "Delivery System" component) is to provide all students with

the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the four domains.

As mentioned in the “Use of Data” section, data will drive program decision making. When data are analyzed for every student, school counseling program gaps and discrepancies surface, and school counselors develop “closing the gap” plans (Hatch & Holland, 2001). What gaps do the data expose, and what plans must be in place to ensure equity and access to academic achievement for every student? Once the curriculum is agreed to developmentally, it may remain largely similar year to year while the closing the gap activities may change from year to year based on data.

School Guidance Curriculum Action Plans

Guidance curriculum action plans contain:

- Domain and standard to be addressed: academic/learning, life/career, multicultural/global citizen, or personal/social.
- Student competency addressed.
- Description of actual school counseling activity the school counselor or counseling team will provide.
- Assurance that the curriculum is provided for every student.
- Title of any packaged or created curriculum that will be used.
- Timeline for completion of activity.
- Name of individual responsible for delivery.
- Means of evaluating student success using pre- and post-tests, demonstration of competency or product.
- Expected result for students stated in terms of what will be demonstrated by the student.

- Indication that the plan has been reviewed and signed by the administrator.

Closing the Gap Action Plans

Although the guidance curriculum is for all students, the closing the gap activities address what discrepancies exist in meeting students’ needs and their achievement. Each plan contains answers to the following two questions: Why is this competency being addressed? What data drive the need for the activity? These plans contain:

- Data that drive the decision to correlate with a competency.
- Domain and standard to be addressed: academic/learning, life/ career planning, multicultural/global citizen, and personal/social development.
- Measurable student competency addressed.
- Description of actual school counseling activity the school counselor or counseling team will ensure occurs.
- Title of any packaged or created curriculum that may be used.
- Timeline for completion of activity.
- Name of individual responsible for delivery.
- Means of evaluating student success (what data will you use to show improvement?).
- Expected result for students stated in terms of what will be demonstrated by the student.
- Indication that the closing the gap plan has been reviewed and signed by the administrator.

(See the action plans in the Appendix on page 147 for a sample of the closing the gap action plan.)

Figure 5.1 XYZ Unified School District

XYZ Middle School Guidance Curriculum Action Plan

| Grade Level | Guidance Lesson Content | Utah Student Competency Domain/Standard | Curriculum and Materials | Projected Start/Projected End | Projected Number of Students Affected | Lesson Will Be Presented in Which Class/Subject? | Evaluation Methods – How Will the Results Be Measured? | Contact Person |
|---|---|---|-----------------------------|-------------------------------|---------------------------------------|--|--|----------------------------|
| 6 | Violence Prevention | Personal/Social C | XYZ Violence Lesson | 11/01 2/01 | 450 | Social Studies | Pre-post tests; number of violent incidents | Jane Doe, School Counselor |
| | Promotion and Retention Criteria | Academic/Learning ABC | PowerPoint District Policy | 2/02 4/02 | 450 | Language Arts | Pre-post tests; number of students retained | Jane Doe, School Counselor |
| | Organizational Study and Test-Taking Skills | Academic/Learning ABC | XYZ Study Skills Curriculum | 9/01 11/01 | 450 | Language Arts | Pre-post tests; scores on tests | Jane Doe, School Counselor |
| <div>Principal's signature _____</div> <div>Date _____</div> <div>Date of staff presentation _____</div> <div>Prepared by _____</div> | | | | | | | | |

“The most powerful tool a counselor can have is a detailed, thorough schedule. Planning your time vs. having time planned for you is vital in reaching all students through the school counseling program.”

– Holly Colonna, Tucson Unified School District

Use of Time

How much time should school counselors spend delivering services in each component area? New counselors are often unsure. Although some experts assert that it doesn't matter as long as you obtain results for students (Johnson & Johnson, 1997), others maintain that sticking to suggested allocated time distribution does produce the required results. In “Developing and Managing Your School Guidance Program,” by Norm Gysbers and Patricia Henderson (2000), the authors encourage school counselors to work with their departments to protect their time so that 80 percent of it is spent in direct service to

students, staff and families and the remainder is spent in program management, also known as system support. The following percentages (See Figure 5.2) serve as a guide to school counselors and administrators when determining the time their program needs to spend in each of the four delivery system components.

As a first step to understanding your site's use of time, all the school counselors could keep track of their time and document activities performed throughout their days. This allows school counselors and

administrators to determine the amount of time being spent in each of the delivery system components and in non-school counseling activities. This is especially helpful when first designing the program because it serves to answer the question of “what is” and then provides a forum for the discussion of what should be.

In programs with more than one school counselor per site, there is often more flexibility between and among school counselors in determining how much time individual school counselors may spend in the delivery of system components. Keeping in mind that the program percentages are only suggested, the individual time a certain school counselor spends in the delivery of systemic services may vary depending on talents and expertise. School counselors with expertise in group counseling may focus delivering these services, while others may present more school guidance lessons. The time percentages are designed to be programmatic, not counselor specific, but each counselor also maintains a balance among the components even though he or she may have areas of expertise. Counselors are encouraged to allot times based on program priorities and needs.

A conclusion may also be drawn from use of time information regarding how much time is currently being spent on counseling activities versus non-counseling activities. For example, in one school, 35 percent of the high school counselors’ time was being spent on activities other than school counseling. (Non-school counseling activities include test coordination and administration, master schedule building, non-counseling teaching assignments, or substitute teaching.) Following a presentation to district administrators on the results of a time analysis, the administrators decided on, and the governing board supported, elimination of the more clerical activities, and hired school counseling assistants to help school counselors. Eliminating these activities and providing more clerical help freed school counselors to provide more direct services to students. Again, ASCA recommends school counselors spend a majority of their time in direct service to students.

“Calendar, calendar, calendar! By planning your time and planning ahead, you allow yourself the chance to delegate non-guidance duties, coordinate with key players on your faculty, reserve the right space for your activities, and ensure direct services to students.”

*– Chris Richards-Khong,
Secondary Guidance Counselor Specialist,
Jordan School District*

Figure 5.2

Sample Distribution of Total School Counselor Time

| Delivery System Component | Elementary School % of Time | Middle School % of Time | High School % of Time |
|-----------------------------|-----------------------------|-------------------------|-----------------------|
| Guidance Curriculum | 35-45% | 25-35% | 15-25% |
| Individual Student Planning | 5-10% | 15-25% | 25-35% |
| Responsive Services | 30-40% | 30-40% | 25-35% |
| System Support | 10-15% | 10-15% | 15-20% |

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

Figure 5.3

Appropriate Activities for School Counselors

- Individual student academic program planning
- Interpreting cognitive, aptitude, and achievement tests
- Counseling students who are tardy or absent
- Counseling students who have disciplinary problems
- Counseling students as to appropriate school dress
- Collaborating with teachers to present guidance curriculum lessons
- Analyzing grade-point averages in relationship to achievement
- Interpreting student records
- Providing teachers with suggestions for better management of study halls
- Ensuring that student records are maintained as per state and federal regulations
- Assisting the school principal with identifying and resolving student issues, needs and problems
- Working with students to provide small- and large-group counseling services
- Advocating for students at individual plan meetings, student study teams and school attendance review boards
- Disaggregated data analysis

Inappropriate Activities for School Counselors

- Registration and scheduling of all new students
- Coordinating or administering cognitive, aptitude and achievement tests
- Responsibility for signing excuses for students who are tardy or absent
- Performing disciplinary actions
- Sending students home who are not appropriately dressed
- Teaching classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Supervising study halls
- Clerical record keeping
- Assisting with duties in the principal's office
- Work with one student at a time in a therapeutic, clinical mode
- Preparation of IEP (individual education plans), student study teams and school attendance review boards
- Data entry

Adapted from Campbell, C.A. (1997). *Sharing the vision: The ASCA national standards for school counseling programs*, Alexandria, VA: American School Counselor Association.

Appropriate and Inappropriate Activities for School Counselors

A school counseling program recognizes that counselors spend most of their time in direct service to and contact with students. Therefore, school counselors' duties are focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services. A small amount of counselor time is devoted to indirect services called system support. Preventative education is best accomplished by implementing school guidance curriculum in the classroom and by coordinating preventative education

programs such as the conflict resolution and anti-violence programs at school sites. Eliminate or reassign certain inappropriate program tasks, if possible, so school counselors can focus on the prevention needs of their program. Figure 5.3 represents a comparison between the two similar types of activities and serves as a helpful teaching tool when explaining school counseling program activities. For example, when considering discipline, counseling students who have discipline problems is the role of the school counselor, while performing the disciplinary action itself is the role of the administrator.

Calendars

School counselors develop and publish a master calendar of school counseling events to ensure students, parents or guardians, teacher and administrators know what, when and where activities will be held. Calendars also assist with planning, ensuring program participation.

The use of a school counseling program

calendar aligned with the school site calendar facilitates staff, parents or guardians, student and community involvement as partners in each student's education. The calendar establishes a site schedule for the school and counseling program activities.

As the program grows and multiple activities are developed, a calendar validates the important support the school counselor program provides students, parents or guardians, teachers and administrators. A well developed calendar that is complete, timely and colorful can be a powerful public relations booster. Time and thought on how the calendar will be formatted, consistency in the timing and distribution methods, attractiveness of the design, color and detail

produce a useful tool. An effective calendar invites others to acknowledge and participate in the school counseling program activities (Henderson & Gysbers, 1998; Johnson & Johnson, 2001; Myrick, 2003).

A school counseling program is balanced in two ways:

"Comprehensive guidance has provided me the time to be a REAL counselor instead of a data-entry clerk."

*– John Foster,
Duchesne High School*

- In the delivery system (i.e., school guidance curriculum, individual student planning, responsive services and system support).
- In the use of time spent delivering the components.

Calendars can:

- Identify grade levels, dates and activities.
- Be published and distributed to appropriate persons: students, staff, parents or guardians and community.
- Be posted on a weekly or monthly basis.
- Be compared to locally established goals for time spent in the delivery of system components.

- Be utilized to allocate time for data analysis and program evaluation.
- Be used when designing and determining system priorities.
- Be shared with the principal as an indicator of leadership, advocacy and foresight in the school counselor's professional approach.

Annual Calendar

The yearly calendar is a way for school counselors to identify the school counseling program priorities and their commitment to them. Ideally, the calendar is located in several prominent places such as the department bulletin board, school or student bulletin boards, administrative offices, parent or guardian center, career center, student store and other sites used to communicate school events. It may also be submitted to the local newspaper, the student newspaper and the school counseling department's Web site to increase the program's visibility. The student support calendar might include relevant school activities for families: back-to-school night, open house, parent or guardian-teacher meetings, standardized test dates; parents or guardian, and student and teacher conferences; planned school counseling classroom lessons, career or college nights, evening meetings for reviewing study skills or other opportunities provided through the school and the community, as well as the student support program.

Many schools provide a yearly schedule of school activities that can be coordinated with other events, with all relevant dates and times noted on the student support calendar. The school counseling program calendar:

- Increases visibility of the student support program and other related educational activities.

- Provides focus on events or activities of value for the students, parents or guardians and staff.
- Increases communication within the school and home about schedules and program activities.
- Encourages the student, family, department and school to plan ahead for important student support functions.
- Establishes an organizational pattern of highlighting and valuing student support opportunities.
- Reserves the use of the facility hosting the events or activities.
- Reinforces the importance of student participation in student support-related activities.

Monthly Calendar

The monthly calendar is maintained and circulated to highlight the specific activities and events for each month throughout the school year and into the summer. Print the monthly calendar in a distinctive color and distribute it to all teachers for their classroom bulletin boards. Be sure to remind teachers that they are invited to participate and to encourage student participation or observance of upcoming events. Mail the calendar to parents or guardians as well. Schedule classroom guidance lessons on a monthly basis, such as one grade level per month for four to six lessons.

Weekly Calendar

The weekly calendar is not a master schedule but a fluid road map that is somewhat flexible due to crisis or immediate student needs. In addition to classroom lessons, group counseling and individual planning, build data analysis, collaboration and advocacy into the schedule to allow for some flexibility.

[illegible]

Accountability System

TOPICS INCLUDE:

- Results Reports
- Intermediate CCGP Review and Results Reports
- Impact of School Counseling Program Over Time
- School Counselor Performance Standards
- The CCGP Performance Review

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are

challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to students’ academic success.

Results Reports

Results reports ensure programs are carried out, analyzed for effectiveness and changed and further improved as needed. The student results data are collected for activities outlined in the action plans. The goal is to show change in student behavior and student learning. Sharing these results with stakeholders serves to advocate for students and the program. The school counseling program supports every student’s academic achievement. It seeks to assist every student in the mastery of competencies designed to foster academic/learning, life/career, multicultural/global citizen, and

personal/social development. In addition, the program, through the advocacy and leadership of school counselors, discovers and facilitates the removal of barriers to learning for all students.

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to students’ progress. How are students different as a result of the program, lesson, and activity? Data collection occurs both before and after the school counseling activity. The data indicate what worked and

what didn't, and clarify what needs to be changed or improved.

Programs can be scrutinized for effectiveness during the implementation process. Data are collected at three different intervals. Short-term data provide an immediate evaluation of the activity process on student behavior or student learning. Intermediate data collection occurs over a longer period of time as a benchmark or indication of progress toward the goal. Long-term data collection occurs over an extended period of time and measures the activity's overall results for students. Long-term data collection requires implementation of effective short-term and intermediate data collection projects.

For example, if data indicate poor graduation rates, school counselors may plan classroom lessons and follow-up small-group interventions. Students may take pre- and post-tests (short-term data) to assess whether they gained the knowledge of what is needed to graduate; progress reports and grading periods indicate the progress toward passing required courses (intermediate date); and a measure of graduation rates would indicate whether students changed as a result of the school counseling program (long-term data).

Figure 6.1 shows a results report for a closing the gap activity. (See page 148 in the Appendix for a copy of the guidance curriculum results report.)

“Results-based evaluation is essential to comprehensive school counseling programs...and most difficult.”

*— Stan Maliszewski, Ph.D.,
University of Arizona*

| Figure 6.1 XYZ Unified School District XYZ MIDDLE School Results Report | | | | | | Year | | |
|--|---|--|--|-----------------------------|--|---|---|---|
| Counselor | Target Group | Curriculum and Materials | Type of Service (Delivered in what manner?) | Start Date/ End Date | Process Data (Number of students affected) | Perception Data* (Pre- and post-test competency attainment or student data) | Results Data* (How did the student change as a result of the lesson?) | Implications (So what does the data tell you?) |
| Berry | 8th Grade - 64 students in danger of being retained at the end of Trimester 1 | Promotion retention guidance lessons 'XYZ' Study Skills Video Series | Academic Counseling Groups Peer Mentoring | Sept. 2002 June 2003 | 64 | Immediate 99% correct on post-test knowledge of promotion information. | Intermediate 44 (72%) demonstrated improvement in GPA from Trimester 1 to Trimester 3. Long term 85% of a risk students showed improvement in GPA from Trimester 1 to Trimester 2. | Excellent Academic Improvement. Re-evaluate the curriculum used. Participants in the academic support groups may need further encouragement from other resources such as adult mentors. |
| Principal's Signature | | | | Date | | Prepared by | | |
| *Attach data, examples and documentation. | | | | | | | | |

Collecting and analyzing results is key to assessing program effectiveness after the activity is completed; we must be able to know where students are as a result (Myrick, 2003). These results can be powerful advocacy tools when promoting the school counseling program.

- Documenting the program's immediate, intermediate and long-range impact.
- Analyzing the program effectiveness.
- Sharing the program's successes.
- Improving the program.
- Advocating for systemic change in the school system.

The results report serves as a tool for:

- Ensuring the program was carried out as planned.
- Ensuring every student was served.
- Ensuring developmentally appropriate materials were used.
- Documenting the program's process, perception and results data.

"Results are not about what counselors do.

Results are about what students do."

– C.D. Johnson, Ph.D.,
Retired, Counselor
Education

The results reports for school counseling curriculum may include the following:

- The grade level served
- Lesson content areas
- Curriculum or materials used
- Process data such as the number of school

counseling lessons delivered and in what subject area

- Process data such as the number of students served
- Short-term perception data such as pre-post tests of knowledge gained
- Intermediate and long-term results data such as the impact on behavior attendance or achievement.
- The implications of the results for the counseling program

Intermediate CCGP Review and Results Reports

The ideal model for the every-three year CCGP Intermediate review would be a school-to-school sharing of data projects. Large districts could share data within the district. Smaller districts could share within a CTE planning region. This model provides

school counselors opportunities to share what works, or what doesn't work. Using this model for the intermediate review maximizes counselor learning, eases counselor preparation for the intermediate review, and eases the burdens of district counseling personnel in facilitating the intermediate review.

Impact of the School Counseling Program Over Time

Demographics, graduation and college-going rates, discipline and attendance data, test scores and other standardized sources of statistical information capture the overall view of student progress. Comparing data over time offers long-term information reflecting trends in student improvement or areas of concern, which become concentration areas for improvement (Johnson & Johnson, 2001).

The impact-over-time form (see Figure 6.2) serves as a summary sheet listing baseline and change data over time. This allows a review of data trends in student development for all domain areas: academic/learning, life/career, multicultural/global citizen, and personal/social. It gives the counseling staff a tool to review overall student progress and provides a review of the comprehensive program for the school site or district. Using the school-wide results report gives counselors and administrators the big picture and serves as a catalyst for systemic change.

Although school counselors may see immediate results in attendance, behavior and academic achievement, school-wide systemic change requires data that tell the larger story and present an overall, school-wide evaluation of student progress. Additionally, community demographics can change, and this will be reflected in the student population. As student populations change, results will change. Tracking this information over time helps sites evaluate and alter programs based upon local need.

The school may already have a school report card full of valuable information. This is an excellent beginning source for reporting the site's academic/learning, life/career, multicultural/global citizen, and personal/social development and progress over time. The reported information depends on school or school district priorities and may include such information as:

- Demographic data.
- Attendance data.
- Suspension and expulsion rates.
- Behavioral referrals.

- Promotion and retention rates.
- Graduation rates.
- Standardized testing results.

Documenting baseline data prior to programmatic restructuring provides ready, necessary information for data-based decision making. Each year data are charted indicating growth or change in the areas of concern. The data are analyzed in relation to progress made toward the school-wide mission and achievement goals. Accountability charts are easy to read and easy to use to convey what has changed over time (see Figure 6.2). Noticing trends over time invites reflection, discussion and participation by all stakeholders in assessing the program for continual program evaluation and improvement.

The impact-over-time form minimally contains the following:

- Student demographics: Enrollment data, gender, ethnicity, grade levels and languages.
- Academic/learning development: Standardized test scores, grade-point

averages, dropout rates, graduation rates.

- Life/career development: Students enrolled in work experience, job shadowing.
- Multicultural/global citizen development: Office referrals over time, climate survey results, bullying and relational aggression issues.
- Personal/social development: Climate survey results, substance use and abuse statistics, attendance data and suspension and expulsion data.
- Parent or guardian involvement: Parent or guardian attendance at evening activities, parent workshops and conferences.

The information in the school profile is extremely valuable for all school counseling personnel. Collecting this data at the beginning creates a baseline from which to measure program results. Yearly updates assess both program progress and impact. The information reveals areas of strength and weakness and growth or loss in overall program success. It is also a convenient tool for sharing systemic change, programmatic successes and needs.

Figure 6.2

Results Report: Impact Over Time

SAMPLE

| ACADEMIC Standard A – Acquire knowledge, attitude and skills leading to effective learning | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|---|-----------|-----------|-----------|-----------|
| | | | | |
| Attendance data | 93.4% | 94.2% | 95% | |
| Retention rates | 5.4% | 5.1% | 4.5% | |
| Percent of students of color taking AP classes | 1% | 3% | 5% | |

School Counselor Performance Standards

The school counselor performance standards presented here align with the ASCA National Model and contain basic standards of practice expected from counselors. While individual districts in Utah may have their own performance measures, the ASCA standards are provided here for districts or schools seeking model school counselor performance standards. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation and professionalism. All too often, school counselors are evaluated using an instrument designed for teachers or resource professionals. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system.

Although used for performance evaluation, the standards are also an important tool in the school counselor's own self-evaluation and will help focus personal and professional development plans. It is suggested that school counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet their district governing board and bargaining unit policies. It is recommended that administrators evaluate school counselors every year. An evaluation should include individual comments as well as a rating system for how well the school counselor is meeting required performance standards.

School counselor standards are:

- Standard 1: Program organization
- Standard 2: School guidance curriculum delivered to all students
- Standard 3: Individual student planning
- Standard 4: Responsive services
- Standard 5: Systems support

- Standard 6: School counselor and administrator agreement
- Standard 7: Advisory council
- Standard 8: Use of data
- Standard 9: Student monitoring
- Standard 10: Use of time and calendar
- Standard 11: Results evaluation
- Standard 12: Program audit
- Standard 13: Infusing themes

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.

- 1.1 A program is designed to meet the needs of the school.
- 1.2 The professional school counselor demonstrates positive interpersonal relationships with students.
- 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.

- 2.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- 2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
- 2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career paths, using the SEP/SEOP process.

3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.

3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

3.3 The professional school counselor aids students and parents or guardians with effective SEP/SEOP processes.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.

4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.

4.3 The professional school counselor implements an effective referral process with administrators, teachers, and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.

5.2 The professional school counselor provides support for other school programs.

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.

6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.

7.1 The professional school counselor meets with the advisory council.

7.2 The professional school counselor reviews the school counseling program on-site review process with the council.

7.3 The professional school counselor records meeting information.

Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.

8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.

8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.

8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.

8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.

Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.

9.1 The professional school counselor is accountable for monitoring every student's progress.

9.2 The professional school counselor implements monitoring systems appropriate to the individual school.

9.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 10: The professional school counselor uses time and calendars to implement an efficient program.

10.1 The professional school counselor uses a master calendar to plan activities throughout the year.

10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.

10.3 The professional school counselor posts a weekly or monthly calendar.

10.4 The professional school counselor analyzes time spent providing direct service to students.

Standard 11: The professional school counselor develops a results evaluation for the program.

11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.

11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.

11.3 The professional school counselor knows how to collect process, perception and results data.

Standard 12: The professional school counselor conducts a yearly program self-evaluation.

12.1 The professional school counselor completes a program self-evaluation to

determine the degrees to which the school counseling program is being implemented.

12.2 The professional school counselor shares the results of the program self-evaluation with the advisory council.

12.3 The professional school counselor uses the yearly self-evaluation to make changes in the school counseling program and calendar for the following year.

Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.

13.1 The professional school counselor promotes academic success of every student.

13.2 The professional school counselor promotes equity and access for every student.

13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.

13.4 The professional school counselor understands reform issues and works to close the achievement gap.

13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.

13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

"You have to share your data in order to influence change and validate action. You know the old adage, 'I'll believe it when I see it.'"

*– Chris Richards-Khong,
Secondary Guidance Counselor Specialist,
Jordan School District*

The CCGP Performance Review

A comprehensive school counseling program is multifaceted and designed with continuous evaluation and modification in mind. Annual self-evaluations and regular on-site review of CCGP serves to set the standards for the school counseling program (see Figure 6.3). The performance review is a tool aiding school counselors in the breakdown and analysis of each program component (Arizona Department of Education, 2002; Johnson & Johnson, 2001; Bowers & Colonna, 2001). Once completed, the review indicates implementation areas

that will be improved or enhanced. The program review provides evidence of the program's alignment with the Utah Model for CCGP. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. The review aligns with and includes all Utah Model program components for the Utah Model for CCGP. For example, pages 78 to 79 show the evaluation criteria for Standard I: Board Adoption and Approval.

“I have been in the field of education for over 34 years and I have to say that comprehensive guidance has brought us out of the Dark Ages and into the light. It has given counselors the tools that assist our students in becoming strong, productive and competent American citizens. It has created the most professional and rewarding career for our counselors.”

*– Eileen M. Nicholas,
Ogden City School District
Student and Family Services*

| STANDARD I: <i>Board Adoption and Approval</i> of the CCGP by the local board of education and ongoing communication with the local board regarding program goals and outcomes supported by data. | | |
|--|--|---|
| Levels of Performance | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Approval | <ul style="list-style-type: none"> <input type="checkbox"/> Written evidence that the board has adopted the CCGP as a K-12 model for school counseling programs. <input type="checkbox"/> Evidence that district/charter school personnel understand that the local board adopting CCGP as the means for delivering school counseling to students requires support at the district level for counselors to highly implement the CCGP. | <ul style="list-style-type: none"> <input type="checkbox"/> Written evidence that the board has adopted the CCGP as a model for school counseling programs. <input type="checkbox"/> Evidence that district/charter school personnel understand that the local board adopting CCGP as the means for delivering school counseling to students requires support at the district level for counselors to highly implement the CCGP. |
| Communication | <ul style="list-style-type: none"> <input type="checkbox"/> District/charter school counseling leaders provide an annual written report to the local board of education/governing board regarding student achievement related to the CCGP. <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board within the past three years. This report describes how each school is adhering to the district's SEOP/SEP policy and includes data on program effectiveness. | <ul style="list-style-type: none"> <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board within a three-year period. <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board within the past three years. This report describes how each school is adhering to the district's SEOP/SEP policy and includes data on program effectiveness. |

School Guidance Team – Describe how the program has addressed recommendations from the last review:

School Guidance Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the School Improvement Plan

| Overall rating for this standard: 4 3 2 1 0 | | | | |
|--|---|--|--|--|
| Levels of Performance | | | | |
| 2 Limited development and/or partial implementation | 1 Low level of development and implementation | 0 No evidence of development or implementation | | |
| <input type="checkbox"/> Written evidence that the board has adopted the CCGP. <input type="checkbox"/> Some evidence that district/charter school personnel understand that the local board adopting CCGP as the means for delivering school counseling to students requires support at the district level for counselors to implement the CCGP. | <input type="checkbox"/> Written evidence that the board has adopted the CCGP <input type="checkbox"/> Little evidence that district/charter school personnel understand the significance of the local board adopting CCGP as the means for delivering school counseling to students | <input type="checkbox"/> No evidence is provided of board approval of the CCGP. <input type="checkbox"/> No evidence that district/charter school personnel understand the significance of the local board adopting CCGP as the means for delivering school counseling to students. | | |
| <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board outside of a three-year period. <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board within the past five years. | <input type="checkbox"/> District/charter school counseling leaders have not presented to the local board of education/governing board. <input type="checkbox"/> Local board has adopted the CCGP program. No evidence of communication with the local board since adoption of the CCGP. | <input type="checkbox"/> District/charter school counseling leaders have not presented to the local board of education/governing board. <input type="checkbox"/> Current board members are unaware of the CCGP. | | |

Review Team – Check the boxes that indicate your evaluation of the program’s level or performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

School counselors evaluate each criterion as described in each standard.

Ideally, the self-evaluation is conducted annually in the spring. After completing the self-evaluation, analyze responses to determine the following:

- Major strengths of the program
- Items in great need of strengthening
- Short-range goals for improvement
- Long-range goals for improvement

As school counselors begin to revise their program and work toward completing and implementing the specific criteria, they may choose to either present each section to the administration for acceptance as completed or complete the entire program before presenting it for acceptance in its entirety. This decision is made locally. Regardless of approach, share program results with the advisory council. The results should drive the program goals, training and behavior for the following year.

“The new Utah Model for Comprehensive Counseling and Guidance is a powerful and clear document that helps counselors be consistent across the state but allows for flexibility within each individual school.”

*— Linda Tranter,
South Hills Middle School
Jordan School District*

Implementation

TOPICS INCLUDE:

- District Support
- Administrator Support
- Pre-Conditions
- Steps to Implementation
- Impact of Program Transformation
- Frequently Asked Questions
- Conclusion

District Support

It is important to recognize that in Utah CCGP is adopted at the district level. Incentive funds available through CCGP flow to the district for distribution by the local CTE director or school counseling director from the funds received through CTE. Also, as a reminder, the funds available from CCGP were never intended to be the sole source of funding for school counselors; likewise, CTE is not to be the sole source of funding for a program designed to serve all students. Districts and local schools generally provide additional funding to support professional school counseling at about five times the amount received through CCGP.

Administrator Support

Administrator support is necessary to ensure effective implementation of the school counseling program. The entire school counseling staff, including the administrator in charge of the school counseling department, collaborates to make management decisions. Site principals and administrators are involved in this process for several important reasons.

- Administrators are the school leaders who understand the school's direction and needs.
- Administrators who meet regularly with the counseling staff to discuss the school's mission and the counseling program are critical links in supporting the school's mission and meeting student needs.
- Without administrator support, school counseling programs may strive, but they will not thrive.
- An involved and supportive administrator is one of the school counseling program's best advocacy tools.
- Administrators and counselors work collaboratively to create a systemic and interdependent approach to improve student academic achievement.
- Both school counselors and administrators are especially alert to and responsible for the needs of every student, including those who are underserved (Van Zandt, Burke & DeRespino, 1998).

Pre-Conditions

To support the school counseling program, it is helpful to have the following:

Program

- Every student, parent or guardian, teacher and other recipient of the school counseling program has equal access to the school counseling program.
- The program operates in a supportive work environment and has an adequate budget and school counseling materials.
- The school counselor works cooperatively with parents or guardians, teachers and community partners and follows ASCA and local policies regarding counseling with students.
- School administrators understand and support the program's priorities and demands.
- The Utah State Office of Education provides leadership, training and technical assistance as the schools implement a CCGP.

Staff

- School counselors hold a valid school counselor license from their state.
- School counselor responsibilities are clearly defined by the program to make maximum use of the school counselor's expertise.
- The student-to-counselor ratio is appropriate to implement the designed program. ASCA recommends a ratio of at least one school counselor to every 250 students. In Utah, the legislature suggests that schools receiving CCGP funds have a counselor-to-student ratio no greater than 1:350.
- All staff members accept responsibility for the infusion of Utah CCGP Student Outcomes into the program.

- School counselors are members of their state and national professional associations.

Budget

- A school counseling department budget is established to support program needs and goals.
- Budgets similar to those of other departments are established at the local or district level.
- Local, state and federal funds are made available to support the program's goals.

Materials, Supplies and Equipment

- Materials are relevant to the program and appropriate for the community.
- The school counselor consults with the advisory committee and the local board policy concerning the evaluation and selection of program materials.
- Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.
- All school counselors have locking file cabinets, private telephone lines and computers with Internet access in their offices.

Facilities

- All facilities are easily accessible and provide adequate space to organize and display school counseling materials.
- The school counselor has a private office that is designed with consideration of the student's right to privacy and confidentiality.

“School counseling is a journey. If you don’t know where you are going, you will end up somewhere else.”

*— Stan Maliszewski, Ph.D.,
University of Arizona*

- As available, access is provided to facilities for meeting with groups of students.

Technology

- School counselors use technology daily in their work, including the Internet, word processing, student database systems and presentation software.
- School counselors use technology, especially the Utah Career Information Delivery System: *Choices Explorer* and *Choices Planner* to help students perform career and advanced educational searches and create online portfolios.
- School counselors use data regarding their school population to work with the principal, teachers and advisory council in making recommendations to improve academic achievement.
- School counselors receive yearly training in all areas of technology advancement and updates.
- School counselors use technology in the planning, implementation and evaluation of the school counseling program.
- School counselors use technology as a tool to gather, analyze and present data to drive systematic change.

Steps to Implementation

When schools and districts decide to adopt the Utah Model for Comprehensive Counseling and Guidance Programs, based on the ASCA National Model®, there are five steps of change that departments and districts will go through: planning the program, building the foundation, designing the delivery system, implementing the program and making the program accountable through evaluation processes.

The steps outlined below will help manage the transition to a school counseling program. During the transition, school teams may want to consider these questions:

- Where are we now?
- Where do we want to be?
- Who are our partners?
- How do we get to where we want to be?
- How will we know when we are there?

1. Planning the Program

The planning phase starts with the decision to align with the Utah CCGP. As schools and districts work to initiate the change, it is

essential that everyone work toward the same goal.

A. Securing Commitment

- First, read the Utah Model based on the ASCA National Model: A Framework for School Counseling Programs.
- Determine and agree that change is necessary.
- Understand the conditions necessary for effective change.
- Expect some resistance to change.
- Appreciate and accept the challenges involved.
- Facilitate communication between counselors and administrators.
- Follow ASCA's Code of Ethics.

B. Getting Organized

- Form a cadre of school counselors and staff members to work as a program development team.
- Obtain formal approval to proceed with the development of a school counseling program based on the Utah Model.

- Create a timeline for program development. (See CCGP Procedures on page 151 in the Appendix.)
- Compile your own comprehensive school counseling program manual as you go through the stages of implementation.

C. Assessing Your Current Program

- Use the Utah CCGP program review on page 211-254 to identify components and elements in place and to be developed.
- Identify current counseling functions, activities and services.
- Review activities in light of the delivery system.
- Conduct a counselor use-of-time analysis.
- Prepare a report of the use-of-time analysis.
- Identify how current resources are used, who is served by the current program and areas for program improvement.

2. Building your Foundation

A. Assessing Needs of the School and District

- Use data from surveys for teachers, parents or guardians and students to identify needs.
- Use school achievement and related data, including attendance, dropout rates, graduation rates, and college attendance rates.
- Identify current program strengths and areas where improvement is needed.

“As school counselors learn and implement the ASCA National Model, students will become successful academically, in personal/social development and have a good understanding of career opportunities as they face the world of work.”

*— Pam Gabbard,
Ballard County Elementary
School & ASCA President
2001-2002*

B. Committing to the Program

- Discuss beliefs about students and learning, your philosophies and mission.
- Write the program philosophy.
- Write the program mission statement.

C. Selecting Competencies

- Identify student standards, competencies and indicators that address the need areas.
- Identify a developmental continuum of goals and competencies to be achieved over time.
- Determine program priorities based on data and school needs.
- Identify desired student standards, competencies and indicators by grade level or by domain.

3. Designing the Delivery System

After creating a philosophy, designing a mission statement and determining competencies for the school counseling program, priorities are identified and corresponding percentages of counselor time are allocated to each component in the

delivery system. In addition, a counselor's job description that reflects 100 percent school counseling activities would also be developed, focused on direct services and appropriate system support.

The program must be clear, purposeful and presented in a manner that can be easily understood by all who are involved in the program.

- Identify specific counseling elements for each program component based on the time percentages chosen.
- Develop action plans.
- Identify the curriculum to be used.

- Determine data you will collect when implementing the program (process, perception results, immediate, intermediate, and long-term).
- Decide who will do what and when.
- Rally administrative support.

4. Implementing the Program

In this phase, the school or district school counseling program is put into operation. The most important aspect of this phase is to have the official approval or adoption from the school district or charter school governing board. This requires the board to have a working knowledge of the program and to be prepared to assume ownership and support all aspects of the program.

A. Setting Up the Program

- Establish the budget for the program.
- Consider the pre-conditions mentioned in the Utah Model for CCGP and the ASCA National Model.
- Complete the management agreement forms.

B. Working in the Program

- Develop a master planning calendar for the program at all levels.
- Determine school counselor target time allocations based upon your program's design.
- Develop a weekly and monthly planning calendar based on the master calendar.
- Conduct professional development activities.
- Launch the program by implementing the guidance curriculum for each grade level.
- Select at least one closing the gap activity to implement and measure.

“With pointed recommendations and penetrating insights, this document reveals the actions you need to take to become the best school counselor ever!”

*— Pat Schwallie-Giddies,
Ph.D.,
George Washington
University*

C. Promoting the School Counseling Program

- Develop a brochure.
- Present the program to the school site staff.
- Develop a Web site for school counseling department.
- Present the program to the governing board for official approval.

5. Making the Program Accountable

In this phase, the school implementation team or district will determine how successful the program adoption has been. When the program is fully implemented, an evaluation to determine the program's effectiveness is conducted and shared with the advisory council. At this point, after one year of a fully implemented CCGP, schools can arrange for an on-site review of the program by an out-of-district team, using the CCGP performance review and the standards for effective program implementation. A charter school or school in a local district must advise the USOE

specialist for CCGP at least one year prior to the performance review for the new program in order to be eligible to receive CCGP funds beginning the school year following a successful on-site reviewing. (See CCGP Procedures on page 151 in the Appendix.) Evaluation provides the information to ensure that there is a continuous process to measure the results of the school counseling program.

A. Monitoring Program Results

- Develop program results reports.
- Develop evaluation standards and indicators to establish the degree to which program is in place.
- Revisit your program self-evaluation to determine areas of improvement and areas requiring more attention.

IMPLEMENTATION

- Reflect on the results when making decisions for program adjustment and improvements.
- Assess how the counseling team is working together.

B. Monitoring Counselors' Growth and Performance

- Encourage and promote counselor professional growth.
- Develop a job description.
- Develop and use appropriate forms to supervise and evaluate counselors on job performance consistent with local district policy.

- Assess impact of school counseling program on selected goals in the action plan (process, perception and results data).
- Assess the impact of the school counseling program in the areas of attendance, behavior and academic achievement.
- Prepare and share the results report with the school site, parents or guardians and school board.

(Adapted from Michigan School Counselor Association, 1997 & Missouri Department of Elementary and Secondary Education, 1998.)

C. Monitoring Students' Progress

- Assess student mastery of selected student competencies.

“The National Model empowers school counselors to place themselves at the front and center of the restructuring process in their school systems by advocating for high aspirations and high expectations for every student. School counselors can lead the conversation to more critical data elements in a positive direction.”

— Carol Dahir, Ed.D.,
New York Institute of Technology

The following two sections are provided for administrators and district personnel who are not familiar with CCGPs.

Impact of Program Transformation

In a recent school counselor survey conducted in the Moreno Valley Unified School District, Moreno Valley, Calif., that followed the process of transforming its school counseling program, the following comments were collected:

How has your program changed?

“We provide more direct services to students than ever before.”

“We have more accountability for how we impact students.”

“We now have fewer clerical responsibilities as a result of administrators understanding our role.”

“We have been supported to receive more counselor staff development.”

“We provide more guidance lessons – at all levels.”

“Our work is more student-focused, not administrator-focused.”

“The staff is more aware of what we do.”

What were your obstacles?

“Changing our philosophy.”

“Facing fear of failure (some of us had never done classroom guidance presentations).”

“Needing more pre-post tests – now we have created our own and shared with each other.”

“Learning what results-based really means.”

“Some of our ‘old’ counselors needed to adjust and get on board.”

“I felt guilt initially when I stopped enabling my administrators when doing non-school counseling activities.”

“It was hard to risk presenting to staff the first time to seek their support.”

“I had to learn to trust my team.”

What worked best?

“The action plans helped me focus the program and stop performing ‘random acts of guidance.’”

“A calendar promoted our program and kept me on schedule.”

“Guidance newsletters helped to communicate our activities to staff and students.”

“Our team used collective thinking to decide what data to collect and how to measure our results.”

“Regularly scheduled site counselor meetings helped us to design our program.”

“The district hired a guidance assistant to assist with non-school-counseling activities so we could focus on direct service to students.”

Districts will find a variety of responses from the counselors, administrators, parents or guardians and teachers when the program begins its transition to implement the Utah Model for CCGP. Collaboration and communication will provide the feedback needed to revise methods or policies hampering progression toward the goals. Regularly “taking the temperature” of those involved will motivate the cadre of leaders who are working to revise the program.

Expect that each school and district will adjust the implementation overview outlined above to suite local site needs. Sharing insights with neighboring or like school systems that are implementing the Utah Model for CCGP will ensure supports the counseling team when challenges threaten forward progress.

Frequently Asked Questions

How does a school or district proceed to implement a Comprehensive Counseling and Guidance Program?

Once schools and districts adopt the Utah Model for Comprehensive Counseling and Guidance based on the ASCA National Model for School Counseling Programs, a team effort is required to make some changes. The team may be a counseling department, a cadre of K-12 counselors from a district or a state cadre. It is recommended that districts design a K-12 program even if some grades do not as yet have school counselors. The Utah goal is to have school counselors at all levels with a

ratio of 350 students to one school counselor, even though that goal nationally is 1:250. The process is challenging work that may take several years to complete, and the question remains, “Will it be worth everyone’s time and effort?” The Utah model, as well as the ASCA model, recognizes that some schools have counseling programs facilitated by only a single counselor. As the Utah model, like the ASCA model, is not prescriptive, it can be adapted to fit a school’s needs. The process may take longer, but it is equally important. Redesigning a program that has been in place for quite some time will require patience, teaming and collaboration as well. However, developing a school counseling program will bring new life into

the current program and make it more responsive to the needs of students and the community.

We already have a program in place. Do we need to start over?

Absolutely not. Your team may have already developed a mission statement guiding your department's work. However, you may not have developed, discussed or presented it to your site administrator. As you will notice, collaboration and communication with administrators are important parts of the process, so you may want to do this now. Begin by taking time to reflect on the outcome of the program self-evaluation, look at areas that need development or improvement, and begin to move your program forward.

My team doesn't want to change; I feel alone in this.

Unfortunately, this can happen. Typically, this is often due to a fear of change. However, you can make change on your own – regardless of whether others want to change. Start by asking, “What are my students’ needs?” “What do I want to accomplish?” “What do I have the power to change?” or “What am I already doing that can be measured?” With the answers, the transformation of your school counseling program can begin. By personally recognizing that something needs to be changed and allowing yourself to address that need for change, you can begin to work toward a more effective program. It can be as simple as designing, aligning and measuring the results of a single classroom guidance lesson, doing a pre- and post-test to see results of an intervention program, or measuring the improved attendance or behavior of a

selected group of students. Once you have measured your results and shared them with others, your colleagues may want to know how they were accomplished and may begin to come on board. If not, don't be discouraged. You can still begin on your own to develop a personal action plan to align your school counseling activities to Utah CCGP student outcomes and begin measuring the results of your guidance curriculum and interventions designed to close the gap. Sharing your action plan with your administrator early in the year will keep him or her informed as to your activities; sharing your results with your administrator, staff and colleagues may be just the push colleagues need to join you in the movement forward.

What if I have no program in place? Where do I begin?

Moving to a comprehensive school counseling program is like remodeling a house. It is suggested that counselors use the parts of the present program that fit into the Utah Model for CCGP and then adjust or remodel the other parts over a three- to five-year time span. Two of the biggest changes are moving from a “service” to a

“program” and ensuring the program measures results. The change process requires the ability to envision the future you desire for your department or district. It is not recommended that you completely redesign or change everything that is being done in a school counseling department.

As you begin the journey, you will need a map. We recommend you begin by setting aside some uninterrupted time to perform a program self-

“Leadership is about taking ‘next steps.’ The ASCA National Model Committee members took the next steps to place the school counseling profession squarely in the education reform movement. Their work will benefit the profession for many years!”

— Mark Kuranz,
J.I. Case High School
ASCA President
2001-2002

evaluation. The self-evaluation contains all of the key elements in the Utah Model for CCGP based on the ASCA National Model for School Counseling Programs, and provides you with the opportunity to assess your program's strengths, weaknesses and areas where work might begin. If you have no program in place, it may appear overwhelming in the beginning, but do not despair.

During the development of ASCA's National Model, a dozen districts in California tested the model. Most found they had only a few of the ASCA National Model

components in place. However, after only three months, all had developed their mission and philosophy; all had begun to align their guidance curriculum with ASCA National Standards and had created action plans; and many were well on their way to measuring the results of their program.

Conclusion

The Utah Comprehensive Counseling and Guidance Program, the American School Counselor Association, and school counseling professionals around the country are committed to assisting districts as they create model school counseling programs. A variety of information and materials are available from ASCA's resource center and on its Web site. In addition, check with school districts and states, and with fellow counselors, school counselor educators and school counseling graduate students. Keep current by checking the ASCA web site for new information, and become part of the general ASCA listserv and/or one or all of the level listservs. Join the Utah listservs for secondary or elementary school counselors. Many questions are posted on the listservs, and wonderful answers have been shared.

Many sessions at ASCA's annual conference focus on the ASCA National Model.

Keep ASCA Informed

ASCA is very interested in hearing from you. ASCA would appreciate your site and district's comments and suggestions as you engage in the change process. Please contact the Utah State Office of Education and ASCA with your needs, struggles and successes so we may assist you and others in the collaborative effort to improve school counseling programs nationwide. ASCA truly looks forward to hearing from you soon. Contact ASCA at asca@schoolcounselor.org.

"This National Model is a working document combining theory and practice. It is an essential resource for you to use in establishing or updating your school counseling program."

— Carolyn Sheldon,
Lewis and Clark College

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix

The appendix in this document includes some examples of ways to implement the ASCA National Model®. If you would like more examples of forms aligning with the ASCA National Model at different levels, visit ASCA's Web site, www.schoolcounselor.org.

| | |
|--|-----|
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| <i>Utah CCGP Student Outcomes: Standards and Competencies</i> | 125 |
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Evolution of *The ASCA National Model: A Framework for School Counseling Programs*

(Used with permission from American School Counselor Association)

ASCA would not have accomplished the task of publishing the ASCA National Model without the dedicated efforts of the task force participants who met three times for seminal discussions of philosophy and content. Their continued support through the process produced *The ASCA National Model: A Framework for School Counseling Programs*.

JUNE 1-3, 2001, TUCSON, ARIZ.

The first ASCA National Model meeting was held June 1-3, 2001, to discuss the future of school counseling programs and to develop a framework for a national model for school counseling programs (Bowers, Hatch & Schwallie-Giddis).

Participants

Judy Bowers, ASCA supervisor/post-secondary level vice president and guidance coordinator, Tucson Unified School District, Ariz.

Trish Hatch, ASCA supervisor/post-secondary vice president-elect and coordinator of student services, Moreno Valley School District, Calif.

Pam Gubbard, ASCA president-elect and counselor at Ballard County Elementary, Barlow, Ky.

Norm Gysbers, Ph.D., University of Missouri-Columbia

Peggy Hines, Ed.D., Indiana State University, Terre Haute, Ind.

Curley (C.D.) Johnson, Ph.D., consultant, San Juan Capistrano, Calif.

Dawn Kay-Stevenson, Utah State Office of Education

Mark Kuranz, ASCA president and counselor at Case High School, Racine, Wis.

Stan Maliszewski, Ph.D., University of Arizona, Tucson

Pat Martin, The Education Trust, Washington, D.C.

Susan Mellegard, State Guidance Supervisor, Arizona Department of Education, Phoenix

Robert Myrick, Ph.D., University of Florida, Gainesville

Pat Schwallie-Giddis, Ph.D., George Washington University, Washington, D.C.

Kwok-Sze Wong, ASCA Executive Director, Alexandria, Va.

Evolution of *The ASCA National Model: A Framework for School Counseling Programs*

Criteria for Development of the National Model

Participants agreed to develop a model that would consist of three levels of program implementation: foundation, delivery and management, and evaluation. There would be four to five components in each of the three levels.

ASCA National Standards would be the foundation upon which the program curriculum would be built.

In developing the ASCA National Model, participants agreed on the following assumptions and criteria:

- ◆ ASCA's National Standards are a framework/foundation for the development of a school counseling program. Many states also have standards aligning with ASCA's standards.
- ◆ A distinction must be made among the school counseling standards for every student, school counseling standards for the program and school counseling standards for the professional school counselor.
- ◆ A school counseling program must provide a framework allowing flexibility for states and school districts to create a program based on a district's individual needs and accountability.
- ◆ A school counseling program must be integral to student academic achievement, particularly in facilitating improvement in academic achievement, and must help set higher standards for student achievement.
- ◆ A school counseling program must be data-driven (disaggregated) and result-based, and should not focus only on methods and techniques.
- ◆ School counseling programs should be developed and implemented district-wide, not just at individual schools.
- ◆ Successful development and implementation of a school counseling program relies on school/community collaboration.
- ◆ A school counseling program should provide intentional guidance to specifically address the needs of every student, particularly students who are culturally diverse, have low social-economic status, and other underserved or underperforming populations.
- ◆ A school counseling program empowers school counselors and teaches them how to work with administrators to reassign nonguidance activities such as master scheduling or testing.
- ◆ The design of a school counseling program model must include accountability tools measuring results.
- ◆ To facilitate the adoption of a school counseling program model by school districts, ASCA will identify and disseminate best practices for designing, developing, coordinating, implementing, evaluating and enhancing the program.
- ◆ A school counseling program must include plans for the effective use of counselor time within the delivery system.
- ◆ A school counseling program should be preventive in design and developmental in nature.
- ◆ Professional school counselors play leadership roles in defining and carrying out a school counseling program.

 Evolution of *The ASCA National Model: A Framework for School Counseling Programs*

- ◆ Licensed or credentialed professional school counselors must implement a school counseling program.
- ◆ In a school counseling program, professional school counselors work as change agents within the educational system to advocate for student needs and student results.
- ◆ Professional school counselors must use data to advocate for students and a school counseling program.
- ◆ A school counseling program should demonstrate evidence of the utilization of technology to implement the program; to advocate for the program; and to collect, analyze and interpret data.
- ◆ In a school counseling program, school counselors strive for continued improvement and use results to continually improve the program for students.

Framework

As a basis for a National Model, participants incorporated theories and concepts from programs designed by Gysbers, Johnson, Myrick, The Education Trust, ASCA's National Standards for School Counseling Programs, and others.

Meeting participants approved a preliminary model.

MAY 3-5, 2002, ALEXANDRIA, VA.

The second National Model meeting was held May 3-5, 2002, to review the first draft of the ASCA National Model and to prepare for its dissemination at the ASCA conference in June 2002.

Participants, joining the group were:

Jill Cook, ASCA, Director of Programs, Alexandria, VA.

Carol Dahir, Ed.D., counselor educator, New York Institute of Technology

Reese House, Ph.D., Education Trust, Washington, D.C.

Brenda Melton, ASCA president-elect and school counselor in the San Antonio Public Schools, San Antonio, Texas

Mary Pat McCartney, Bristow Run Elementary, Bristow, VA

Paul Meyers, consultant in the Counseling and Student Support Office, California Department of Education

Carolyn Sheldon, counselor educator, Lewis and Clark College and an ASCA past president

NOVEMBER 8-10, 2002, CHICAGO, ILL

The third meeting was held Nov. 8-10, 2002, to review the comments gathered during the public comment time and to look at strategies for implementation of *The ASCA National Model*. During the meeting, a new title, *The ASCA National Model: A Framework for School Counseling Programs* was approved. In addition, consistent language was recommended regarding the use of the term *standards*.

An additional participant at this meeting was:

Russell Sabella, Ph.D., Florida Gulf Coast University, Ft. Myers, and ASCA president-elect.

Notes:

[illegible]

The Theory Behind The ASCA National Model

By Patricia Henderson, Ed.D.

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This section presents the theory behind the ASCA National Model®. It begins with defining what constitutes a theory and presents a brief history of school counseling theory and model development. Next, it outlines seven fundamental questions to be answered by a theory of school counseling. The current answers to the fundamental questions are presented as 27 major principles and 15 subprinciples extrapolated from the ASCA National Standards and the ASCA National Model. Then, each principle included in the theory is discussed in detail.

What Constitutes a Theory?

A theory is a more or less verified explanation of “why things are as they are” (Kehas, 1980, p. 17). A theory guides policy and practice, and practice and policy inform theory. A theory answers basic questions for a profession such as, “What are the substantive bases of the function?” and “What knowledge undergirds and influences the formulation of guidance policy and practice?” (Kehas, p. 17). “Why do school counselors do what they do?” “Who do they do it for and why?” A theory is derived by identifying the fundamental questions that need to be answered. Building the theoretical model entails answering these questions, based on the knowledge, values, and experience of the profession as to who should receive guidance services, why these services are being provided, and how these services can be provided most

effectively (Shaw, 1968, 1973). These answers need to be more or less verified by the profession’s knowledge base and research. Historically, the answers to these questions have differed over time, resulting in different theoretical and practice models.

A theory consists of general principles and beliefs about the answers to the fundamental questions. These general principles take into account the profession’s values, experiences, goals, objectives and functions (Mathewson, 1949; Shaw, 1968, 1973). “Value considerations must be dealt with first, beginning with the question of who benefits from guidance services” (Shaw, 1973, p. 70). The rest of the questions to be answered concern the program’s objectives; the assumptions underlying the objectives; the functions most appropriate for accomplishing the objectives; and, for each function, who will do it and how and when it will be done.

Shaw (1968) suggested there are two kinds of values statements: ethical and professional. Ethical values statements are expressions of professional morality. An example of an ethical values statement is that school counseling is for all children and adolescents. The Ethical Standards for School Counselors (ASCA, 2004) express values that describe some parameters about how those functions should be carried out. Professional values statements relate

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to professional functions and techniques. Examples of professional values statements are that “prevention is more effective than cure” (Shaw, p. 47); that it is possible to influence children and adolescents by influencing others in their lives, such as their parents and teachers; and that guidance is not “an arm of administration” (Shaw, p. 49).

A profession’s experience is contained in its history, research, and practice. Goals and objectives translate the profession’s body of knowledge, its content, into the results sought for its clients – in this case, students in the schools. Shaw (1973) defined “a function [as] a description of a particular professional behavior aimed at accomplishing the stated objective of the guidance program” (p. 67).

Beliefs about the profession’s values, goals, objectives, and functions are interrelated. In his 1973 work, Shaw emphasized “both the importance of and the interrelationships between values, objectives, functions, evaluation and program development” (p. xii). “Value systems should dictate the goals or objectives of the program” (Shaw, 1968, p. 32). Goals and objectives dictate the functions performed by the professionals, the roles they assume, and the methods of implementing these functions in the delivery of the program of services.

For decades the school counseling profession has been exhorted to clarify its theory (Mathewson, 1949; Shaw, 1968, 1973). In 1980, Kehas, restating the need for school counseling to identify its theoretical base, wrote, “Those in school counseling must present well-formulated, carefully elaborated statements of the unique and distinct body of knowledge and practice which they wish to have adopted in education” (p. 19). The ASCA National Standards (Campbell & Dahir, 1997) identify current school counseling content based on the profession’s body of knowledge, thereby

outlining the profession’s goals and objectives. *The ASCA National Model: A Framework for School Counseling Programs* outlines school counselors’ unique functions and suggests the organizational structure required to assist students to reach the specified content goals. These two documents describe idealized current practice based on the school counseling profession’s current theory.

This section describes school counseling theory that undergirds the current Standards and Model. It explains why the various parts of the Standards and Model were chosen—that is, why this particular content was chosen as the Standards and why these particular clients, school counselor functions, delivery system, program development process and management system, and approaches to evaluation and accountability were chosen as the Model. This section identifies fundamental questions posed over time for the profession to answer. The answers to these questions are provided as principles. Support from the profession’s beliefs and experiences for these principles is cited from three sources: stated ethical and professional values, historical roots, and current research.

In addition to the theory behind the model itself, a multitude of theories support the practice of counseling in general and school counseling in particular. Such theories include the psychological theories (from Freud to Glasser) that seek to explain why people act, think, and feel in the ways that they do, what counselors can do to help them attain whatever goals they are striving for, and how they can best do that. Also supporting implementation of the Standards and Model are the theories regarding various stages and facets of human growth and development (e.g., those developed by

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such theorists as Dewey, Piaget, Erikson, and Kohlberg).

While neither of these types of theories is addressed in this section, MacDonald and Sink (1999) make the point that it is imperative that developmental guidance and counseling programs be established on developmental theory and principles. They studied the theoretical soundness of written descriptions of model comprehensive school counseling programs. As an indicator of the models' theoretical soundness, they examined them to see if there were desired outcomes that were constant for all students, and if there were developmental indicators that varied by grade levels according to the developmental needs of

students. The models fell short in these areas, leaving the authors to conclude that "developmental assumptions and principles must be foundational to all comprehensive plans" (MacDonald and Sink, p. 425). "Guidance theory is also interwoven with definitions of education" (Kehas, 1980, p. 20).

Is education only about teaching and learning, about teachers and students? Or is it, in fact, also about guidance, about counselors and students? Is guidance also about teachers and students, and counselors and teachers? Prevailing educational theory heavily influences school counseling.

History of School Counseling Theory and Model Development

Theory Development

The seeds of the present are sown in the past. The profession has experienced a somewhat lengthy, though uneven, flow of attempts to clarify its theory base. As a profession, "guidance has drawn upon a wide variety of other disciplines in the process of its development" (Shaw, 1973, p. 5), and it "grew in response to a variety of social needs" (p. 11) identified in different eras. In the early past, the profession borrowed thoughts from "such fields as the psychology of motivation, personality, and measurement" (Shaw, 1968, p. 4). Early on, this provided the school counseling profession with "a broad armamentarium of theory, knowledge, and skills" [on the one hand, but, on the other, increasing] "the difficulty of the guidance professional's ability to obtain a specific identity with the structure of the school system" (Shaw, 1973, p. 22).

In 1949, Mathewson identified "six significant factors. . . converging upon a set of conclusions basic to guidance policy:

1. Psychological and philosophical concepts
2. Needs of individuals and groups
3. The institutional setting
4. Needs of society: the social setting
5. Psychology of the participants
6. Cost (p. 20)

Mathewson's use of the word "policy" implies that this work does not just contain theory but also considers practical issues, such as costs. In the "Psychological and Philosophical Concepts" section, however, he expresses such theoretical tenets as that every individual should be helped through guidance services "to become increasingly capable of creative and purposeful living" (Mathewson, 1949, p. 38); that each individual is unique; that "the guidance process cannot be limited merely to the

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intellectual sphere (scholastic performance) or to the vocational aspect of living (vocational guidance)" (p.38); and that "social influences surrounding and affecting the individual must be taken into account" (p. 39).

Mathewson (1949) elsewhere stated some assumptions: "It is assumed, in educational personnel work, that individual characteristics can be known and can be related to social needs and the opportunities by self-directing individuals" (p. 116). There are "educative processes. . . [that] help the individual in becoming more self-knowing, reliant, and directive" (p. 116). He also stated, "Fundamental assumptions in guidance and personnel work are that individuals require special professional help from time to time in understanding themselves and their situations and in dealing with their problems; that this special help should be essentially educative in nature; that it can supply information about individual personality and about social reality which the individual can get in no other way" (Mathewson, p. 117) except through trial and error.

And Mathewson offered this basic premise: "By means of the educational process, operating on the level of conscious apprehension and purposive action, many individuals may improve their life adjustment and course of development, within the limits of personal capacity and environmental opportunity" (1949, p. 120).

With regard to the relationship between guidance and instruction, Mathewson stated the belief that "the responsibilities of the school in the guidance field should be limited to those areas of action clearly related to the overall instructional functions of the school and to the activities of individuals which occur within its jurisdiction, and should not infringe upon the educational duties of the home and of the

community. The guidance and personnel service program in education should not be identified with instruction but should be intimately correlated with it" (1949, p. 122).

Another guidance theorist, Hummel (1965), observed, "In its typical aspect, guidance has subsumed a loose set of principles and techniques intended to assist an individual's educational and vocational decision-making. To construe guidance in terms of a guidance psychology [would bring] a vision of a guidance profession, rooted in education, but with its own career line, whose functions, counseling included, are rationalized by an applied science of guidance psychology. . . [the purpose of which is to] direct the process of ego development. . . [and which would be] called, simply, guidance counseling" (pp. 89-90).

In 1966, Kehas (as cited in Shaw, 1973) stated, "Progress in theory development in the last decade. . . has been exceedingly slow, despite a seeming consensus that absence of theory inhibits guidance development and research (p. 213)" (p. 33). In 1968, Shaw pointed out "that guidance has not experienced an orderly growth process directed from within the ranks of the profession, and for this reason, at least in part, there is little theory available to explain the guidance process" (p. 2). Shaw also stated, "It seems logical to assume that, without some congruence between theory and practice, we will continue to have the same confused and essentially purposeless jumble of 'services' currently being provided by guidance specialists" (p. 3).

As of 1968, Shaw summarized, "Only a few serious attempts have been made to theorize about guidance as a separate discipline within the educational framework" (p. 4). He went on, "If lack of theory has had any negative impact on practice, then examination of the roles and functions of

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various guidance specialists should reveal a certain amount of disagreement and confusion. This, in fact, turns out to be the case . . . [Such] literature is voluminous" (p. 6).

In 1973, Shaw stated that "global conceptualizations of the field that systematically examine values, assumptions, goals, objectives, functions, and implementation are still lacking" (p. 32). He did acknowledge that "some theory does in fact under-gird practice, even if it is only implicitly" (p. 63), suggesting that an operating theory could be identified by extrapolating the implicit values and assumptions based on stated goals and functions. Shaw cited one "obvious assumption is that guidance services can *effectively* reach all children" (p. 60).

In 1970, with the expansion of the elementary guidance movement, Dinkmeyer and Caldwell identified principles of developmental guidance. Their principles incorporated the following thoughts about guidance: it is an integral part of education in philosophy as well as through purposeful, meaningful learning experiences; it is for all students; it is targeting students' academic and social development; it is the responsibility of counselors and teachers alike; it is a planned program structured to meet students' developmental needs and encouraging children to fully use their potential; and it is the result of cooperative efforts of teachers, counselors, parents, administrators and community members.

Prophetically, Shaw (1973) identified the following:

One of the current needs appears to be for a general descriptive model encompassing most existing theoretical formulations that would also permit the derivation of new theoretical positions. . . It would have the advantage of

establishing a framework from which not only the more specific aspects of theory but operational guidance programs as well could be derived (p. 64).

ASCA Model Development

The 2003 ASCA National Model was preceded by efforts at delineating the best way to organize and manage professional school counselors' work. In the 1960s, ASCA began writing "role statements" that clarify professional school counselors' roles and responsibilities – their functions – at the secondary, middle/junior high and elementary levels. In 1974, and revised in 1980, ASCA published a position statement on "The School Counselor and the Guidance and Counseling Program." In 1978, and revised in 1984, ASCA published another position statement on "The School Counselor and Developmental Guidance" (Gysbers & Henderson, 2000). In 1979, ASCA promoted Standards for School Guidance and Counseling Programs.

In 1987, ASCA and the American Association for Counseling and Development co-sponsored a conference and its resulting publication, "Research and Counseling: Building Strong School Counseling Programs" (Walz, 1988). In 1988, 1993 and 1997, ASCA developed and refined its position statements on "Comprehensive Programs" and "The Professional School Counselor and Comprehensive School Counseling Programs." In 1989, *The School Counselor* (Ponzo) offered a special issue on "Beyond Role Debate to Role Implementation," in which successful efforts at program implementation were described. In 1986 and 1990, ASCA published self-audits (Campbell) and professional development guidelines for secondary, elementary and middle/junior high school counselors that suggested standards for program implementation and school counselor functions. In 1993, ASCA supported

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Neukrug and Barr's development of "Developmental Counseling and Guidance: A Model for Use in Your School." The April 2001 issue of *Professional School Counseling* was a special issue on "Comprehensive Guidance and Counseling Programs: Theory, Policy, Practice, and Research" (Lapan). Again, the February 2003 issue of *Professional School Counseling* was a special issue on "Comprehensive School Counseling Programs" (Kuranz).

By the titles, it can be seen that each of these steps toward today's model brought with it a refinement in the theory offered by ASCA to define the goals, objectives and functions of the work of professional school counselors through developmental, comprehensive counseling programs. The current Standards and Model are the descriptive model that Shaw envisioned.

Fundamental Questions

Today, there are seven fundamental questions that must be answered by the school counseling profession:

1. What do students need that the school counseling profession, based on its special body of knowledge, can best provide?
2. Which students benefit from activities designed to address these needs?
3. What are school counselors best qualified to do to help them?
4. How do guidance and counseling relate to the overall educational program?
5. How can guidance and counseling be provided most effectively and efficiently?
6. How is a good school counseling program developed by a school?
7. How are the results of school counselors' work measured?

Fundamental Answers

Historically

As the ASCA National Model has evolved from past content standards and program models, so too has the theory undergirding them. Current theory is derived from the profession's answers to the fundamental questions based on past theories, practice, and research.

The history of the school counseling profession reflects influences that have caused tensions, bringing about difficult choices to be made over time. From its beginning until the 1950s, the profession was oriented toward helping clients who were facing problems and who wanted or needed adjustment to solve those problems. From the 1960s until the present time, the profession has become more and more oriented to promoting clients' healthy growth and development. While these orientations seem to be diametrically opposed to each other, agreements in some principles are shared. Four areas of agreement were identified by Shaw (1973): (1) The basic professional concern is for the individual; (2) guidance is "an integral part of education" and "central to the educative process"; (3) guidance specialists "have special skills and training" and (4) the program of services should be evaluated "systematically and routinely" (p. 6). These values are held today.

Other, more global ideological beliefs also pose profession-related questions with multiple potential answers, and thereby cause tension. Examples of some of these ideological polarizations include the following questions: Is the profession based on a belief system of determinism, free will, or some combination of the two? Does the profession believe the focus of its work should be on individuals' needs, society's needs, or some combination of the two? Is the profession based on applications of

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scientific methods, humanistic approaches or on some combination of the two?

Today

The discussion of the profession's current answers to the fundamental questions follows. For each question, subquestions are suggested that further define the fundamental question. Then relevant current ethical and/or professional values officially stated by ASCA are identified. Finally, the theoretical principles that guide the profession's current answers are presented.

These are the beliefs of the profession at the current time in answer to the fundamental questions. Supporting data from the profession's historical roots—the professional ideas that have stood the test of time—and from current research are provided. Both the history and the research help identify the body of knowledge of the profession and verify the theory expressed in the principles. The research that is included is primarily from ASCA's publication *Effectiveness of School Counseling* (ASCA, 2002-2003).

Fundamental Question No. 1: What do students need that the school counseling profession, based on its special body of knowledge, can best provide?

Subquestions

Which of these dimensions of students' development should school counselors address?

- ◆ Assistance with their vocational/career development
- ◆ Assistance with their educational development
- ◆ Assistance with their personal development
- ◆ Assistance with their social development

Ethical Values

"The professional school counselor is concerned with the educational, academic, career and personal and social needs and encourages the maximum development of every student" (A.1.b).

ASCA National Model Principles

Principle 1: As with other dimensions of their development, all children and adolescents benefit from assistance in accomplishing the age-appropriate tasks related to their academic, career and personal/social development.

Personal development and social development are so intertwined that they can be combined as one content area for school counseling programs.

Historical Roots of These Principles

Overviews of the profession's history (Baker & Gerler, 2004; Bee & Boyd, 2002; Capuzzi & Gross, 2001; Gysbers, 2001; Gysbers & Henderson, 2000; Herr, 2001; Hollis, 1980; McDaniels, 1980; Mitchell & Gysbers, 1980; Myrick, 1993) describe in varying degrees of detail the impact of different eras on the school guidance and counseling profession. At its inception in the late 1800s, vocational guidance and theory was the dominating influence. In the early 1900s, psychology and testing became influences. The burst of development in psychological theories beginning in the 1930s and of developmental theories beginning in the 1950s brought additional resources to the art and science of school counselors' work. These developments brought with them, respectively, emphases in goals for students from occupational selection and

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placement through the 1920s, school and social adjustment from the 1930s through the 1960s, and personal development from the 1960s to the present.

19th century:

Character development was one of the goals of schooling (Sprinthall, 1977).

First half of the 20th century:

"It is quite generally conceded that vocational guidance, accompanied by its close relative educational guidance, was the first and for a long time the sole emphasis in public school guidance" (Shaw, 1973, p. 25).

In his Progressive Education movement, John Dewey emphasized "educating the 'whole' child" (Shaw, 1973, p. 24).

W.R. Harper "translated his concept of counseling into personal, social, and academic programs, in contrast with Parsons, who translated his similar concept into a system of personalized relationship centered on the choice of a vocation" (Williamson, 1965, p. 85, as cited in Hollis, 1980).

John Brewer argued that children "should be guided in all of their life's activities; the ultimate goal of guidance was unified, integrated, harmonious personalities" (Cremin, 1965, p. 6).

The Mental Hygiene Movement sought children's emotional adjustment (Shaw, 1973) and "adjustment to one's environment" (Baker & Gerler, 2004, p. 12). Mathewson (1949) cited early studies by Mooney, Combs, Rogers, and Wrenn as verifying the need and focus for guidance services.

Second half of the 20th century:

Mathewson (1949) expressed concern that "one of the most deep-seated cleavages

among practitioners results from differences of opinion as to whether guidance is to be confined to 'vocational' guidance, whether it shall cover 'personal' guidance in all aspects or whether it shall be a synthesis of these two. . . We are now at a stage where fruitful syntheses of these two trends is not only possible but essential" (pp. 237-239). Mathewson offered a model in which he lists the "Types of Adjustment Problem Encountered in Guidance Work" (p. 45). He labeled the types as "personal," "social," "educational," "vocational," "avocational" and "economic" (pp. 44-45). These descriptions are the roots of the current ASCA National Standards.

Havighurst (1952) contributed much to the field's special knowledge base in his identification of "developmental tasks" suggesting patterns of human development. He specified tasks for infancy/early childhood, middle childhood, adolescence, early adulthood, middle age, and later maturity. He identified tasks with biological bases, psychological bases, and cultural bases and identified their educational implications. As Havighurst summarized, "Developmental tasks may arise from physical maturation, from the pressure of cultural processes upon the individual, from the desires, aspirations, and values of the emerging personality, and they arise in most cases from combinations of these factors acting together" (p. 4). For adolescents, he concluded, "The principal lessons are emotional and social, not intellectual" (p. 33).

Wrenn (1962) identified the four purposes of education as interrelated continua: "vocational-intellectual, socialization-individualization" (p. 83).

During the 1960s and 1970s, the debate about the content focus and goals for guidance and counseling continued. Proponents of promoting students' personal

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development included Allport (1965), Rogers (1965) and leaders of the elementary guidance movement (Dinkmeyer & Caldwell, 1970). "Personal development was defined as being concerned with the continuing development of intelligence about self, with the development of self-knowledge through systematic, personal inquiry" (Kehas, 1980, p. 19). Behaviorists suggested that "almost all approaches to counseling and guidance are in agreement that the goal of counseling is to affect behavior and that behavior" development is based on laws and principles (Michael & Meyerson, 1965, pp. 40-41).

Also in the 1970s, Cottingham (1973), Mosher and Sprinthall (1970, 1971a, 1971b) and Sprinthall (1977) advocated for deliberate psychological education. The idea was promoted by counseling psychologists (Ivey, 1976; Ivey & Weinstein, 1970; Miller, 1969) and was featured in a Special Section of *The School Counselor* (Carroll, 1973) and *The Counseling Psychologist* (Erickson, 1977). It incorporated the developmental work of Piaget, Kohlberg, and Erikson and targeted students' attitudes toward learning and motivation, their self-concept and self-worth, their ability to think independently and to feel competent, and their ability to feel optimistic about their prospects as human beings (Mosher & Sprinthall, 1971a, 1971b). Sprinthall's (1977) proposal was that elementary children be assisted with their social and moral development; that adolescents be assisted with their ego, ethical, and moral development; and that college students be assisted with their career and intellectual development. As late as 1980, Sprinthall was advocating that "the psychological domains of self-development, ego maturity, competence, efficacy, moral development, and interpersonal conceptual growth need to be emphasized as the real goals of the educational enterprise" (p. 487).

In public school education in the 1970s, education of the whole child was the rallying cry. Dinkmeyer and Caldwell (1970) offered a compromise by distinguishing between goals for elementary and secondary school counseling. They stated that elementary counseling emphasizes "the development of self-understanding, problem-solving, skills in learning, and the ability to relate effectively with others and how to cope with learning tasks and peers" (p. 4). They stated that secondary counseling emphasizes the same plus it "becomes increasingly concerned about vocational and educational planning, dealing with authority figures at home and in school, and his [sic] autonomy" (p. 4). State departments of education elementary guidance consultants of the 1970s identified student needs in the areas of personal, social, career and educational development (California Department of Education, 1967).

Shaw (1973) consulted 70 guidance texts and identified several categories of objectives content areas: maximum self-development, ultimate self-direction, self-understanding, educational and vocational decision-making, adjustment, and optimum school learning. The Career Education Act of 1973 had as its goals for students to learn to lead personally satisfying and socially useful lives.

Kehas (1980) recognized that "there is no possibility for a definition of school counseling to become viable unless the educational and vocational aspects of students' lives are a primary concern" (p. 20).

As can be seen here, clearly the niche that the school guidance and counseling profession has carved out for itself is that school counselors' special body of knowledge is that of working with children's and adolescents' vocational/career, educational/academic, personal and social

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development. At the current time, there is consensus that all of these dimensions of human development are important and need to be addressed in balance. The Standards represent a convergence of these various theories about the content of the school counseling program.

Research Supporting These Principles

“Child development research has established the interrelationship of all human development” (Dinkmeyer & Caldwell, 1970, p. 20), for example, social factors and motivation, self-esteem and achievement, feelings/attitudes, and intellectual functioning.

“Children who display intensive striving for mastery of school tasks during the early years are likely to maintain this attitude toward school work” (Dinkmeyer & Caldwell, 1970, p. 19).

“Reviews of the research on school counseling show that the services of school counselors have a positive effect on children” (ASCA, 2002-2003). Studies address values clarification, academic achievement, classroom performance and meta-analyses of outcome research.

“Several studies find that elementary guidance activities have a positive influence on elementary students’ academic achievement” (ASCA, 2002-2003).

“School counseling programs designed to teach students peer mediation skills are highly effective. In fact, studies show that students trained in peer mediation use these skills in other settings (e.g., at home)” (ASCA, 2002-2003).

“Research indicates that school counselors are effective in teaching social skills” (ASCA, 2002-2003).

“School counselors are very effective in assisting children in the area of career development” (ASCA, 2002-2003).

“Studies show effective counseling programs are based on human development theories. Program content, goals, and interventions should reflect this theoretical foundation” (ASCA, 2002-2003).

Implementation of the Standards and their related competencies must rest on applications of established theories regarding academic/educational development, career development, personal development and social development.

Fundamental Question No. 2: Which students benefit from activities designed to address these needs?

Subquestions

Should school counselors help:

- ◆ All students?
- ◆ Students at choice points in their life paths?
- ◆ Those leaving schooling and entering the work world?
- ◆ Those leaving secondary schools and moving on to post-secondary schooling?

- ◆ Those in the country’s elementary schools?

Should school counselors’ interventions address:

- ◆ All students’ developmental needs?
- ◆ Students with needs for preventive adjustments—early identification and interventions (e.g., “at risk” students)?

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- ◆ Students with needs for remedial adjustments—long-term, intense therapy (e.g., suicidal students, retained students)?

Ethical Values

The professional school counselor:

- ◆ Promotes the growth and development of each student (A.1.b).
- ◆ Provides counseling services ethically.
- ◆ Makes appropriate referrals (A.5).

ASCA National Model Principles

Principle 2: All children and adolescents can benefit from interventions designed to assist their academic, career, and personal/social development.

Principle 3: Some children/adolescents need more assistance in accomplishing the age-appropriate academic, career, and personal/social developmental tasks. These children/adolescents benefit from preventive or remedial interventions specially designed to assist them to achieve tasks appropriate to their developmental level (Closing the Gap Activities and Interventions).

Historical Roots of These Principles

Mathewson (1949) identified three “basic needs for guidance service” (p. 45). He labeled them as needs for adjustment, orientation, and development and described them thus: “The need for *adjustment* in academic, personal, vocational or avocational problem situations, requiring professional, individualized aid in making immediate and suitable adjustments at ‘problem points.’

“The need for *orientation* toward life objectives in problems of career planning, educational programming, and direction toward long-term personal aims and values, requiring professional help in evaluating factors involved in future action.

“The need for *development* of personal effectiveness and power of self-direction, requiring professional assistance in achieving self-insight and control, and in discovering and undergoing educational experiences essential to personal growth” (p. 45).

Mathewson observed that he thought it was “desirable to emphasize developmental and preventive forms of guidance” (1949, p. 159). He also discussed the options of whether guidance should be offered selectively focused on special problems or developmentally on “all needs of individual and social development” (p. 240). He promoted a “synthesis” (p. 240) of the two.

In laying out the developmental tasks, Havighurst (1952) made the point that there is “a long series of tasks to learn, where learning well brings satisfaction and reward, while learning poorly brings unhappiness and social disapproval” (p. 2). He also made the following point:

The tasks that are the most completely based upon biological motivation, such as learning to walk, show the smallest cultural variation. Others, and especially those that grow principally out of social demands on the individual, show great variation among various cultures (p. 30).

Havighurst’s premise is that it is an educational responsibility to help young people achieve the developmental tasks, including the personal, social, career and educational tasks, as successfully as possible.

As a result of the work of the commission formed by the American Personnel and Guidance Association to study guidance in America, Wrenn (1962) advocated for “developmental rather than remedial goals” (p. 14). He also suggested two principles

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for determining with whom to work:

- (1) To work with those students whose developmental needs are greatest, who have most difficulty in achieving a sense of personal identity and achievement, rather than devoting major time to crisis situations in the lives of relatively few; and
- (2) to work with those students for whom full understanding and motivation will mean the most to themselves and to society, those who will contribute most significantly to the societal welfare of their period (pp. 73-74).

The commission promoted selective work with students who were most in need of help in successfully achieving developmental tasks, and those who were most apt to contribute the most good to society as a whole.

Shaw (1968) suggested the following:

A rule-of-thumb limit of 10% of the counselor's time should constitute the maximum spent in carrying out remedial kinds of functions with [problem children]. To spend more time on such efforts would be to frustrate the preventive-developmental emphasis of this point of view (p. 56).

He described "problem children" as those who are underachieving, potential dropouts, those with discipline problems, those experiencing emergencies or those needing referral to other agencies.

The debate of whether guidance staff should serve all or a few students continued in the 1970s. That decade brought an increase in recognition of students with special needs through the 1975 Individuals with Disabilities in Education Act and other pieces of federal legislation. Dinkmeyer and Caldwell (1970) felt strongly that school guidance and counseling "must be built on a

comprehensive, research-oriented, functional approach to the developmental needs of today's children and youth" (p. v). The primary purpose is "to promote human growth in a developmental sequence" (p. 13).

Shaw (1973) defined the developmental approach as implying "that the aim of guidance should be to assist children to develop normally in contrast to emphasizing remedial or therapeutic activities with children who have already developed problems" (p. 26). In his study of 70 guidance texts mentioned previously, Shaw identified that most defined guidance as "services for all children" (p. 35).

Cottingham (1973) wrote that "the nature of psychological education assumes that the primary goal is the personal development of the clients through educative or preventive experiences" (p. 341). In the later 1970s, Division 17 of the American Psychological Association identified three primary roles for counseling psychologists that were consistent with the notion of deliberate psychological education: a remedial or rehabilitative role, a preventive role and/or an educative and developmental role (Ivey, 1976). Sprinthall (1980) identified a wealth of new materials that "provide curriculum guides and new information along with requisite new instructional strategies" (p. 488) for "giving psychology away" (Miller, 1969, p. 1071) to all students.

Myrick (1993) defined four possible approaches to school guidance and counseling: crisis, remedial, preventive, and developmental. Each approach suggests the choices to be made among the categories of students to serve: those in need of crisis interventions, those in need of remedial interventions, those in need of preventive interventions, or those in need of developmental interventions.

The Theory Behind the ASCA National Model**Research Supporting These Principles**

“Children who are experiencing family problems report being helped by school counselors” (ASCA, 2002-2003).

“School counseling programs have significant influence on aggressive and hostile behaviors as well as discipline problems” (ASCA, 2002-2003).

“Health and mental health care services can play an important role in violence prevention at all levels (primary, secondary and tertiary), including preventing problem behaviors from developing; identifying and serving specific, at-risk populations; and reducing the deleterious effects of violence on victims and witnesses” (ASCA, 2002-2003).

“School counselors were effective in reducing victimization by assisting victimized children, reducing bullying behaviors and modifying the school climate and structure” (ASCA, 2002-2003).

“Child group interventions such as guidance/educational, counseling/interpersonal problem-solving, and psychotherapy/personality reconstruction have shown positive results in the school setting” (ASCA, 2002-2003).

“School counseling interventions have reported success for helping students reduce test anxiety” (ASCA, 2002-2003).

“School counseling interventions have reported success for children with Attention Deficit Hyperactivity Disorder” (ASCA, 2002-2003).

“A developmental program is proactive and preventive, helping students acquire the knowledge, skills, self-awareness and

attitudes necessary for successful mastery of normal developmental tasks.

Developmentally based programs increase the visibility of the counseling program and ensure that more students are served (Myrick; Shaw & Goodyear). There is also substantial empirical evidence that these programs promote student development and academic success” (ASCA, 2002-2003).

“School counselors have proven effective in preventing students from committing suicide. The most effective prevention programs start with younger students and portray suicide as a mental health problem, not a dramatic way of ending a life. It is essential that counselors involve the parents of troubled students in the counseling process” (ASCA, 2002-2003).

“School counselors in collaborative efforts can implement both systemic and programmatic changes in schools and communities to prevent students from dropping out of school” (ASCA, 2002-2003).

“Studies on high school attrition indicate that preventive counseling, occurring before students are in crisis, reduces the risk of these students dropping out later” (ASCA, 2002-2003).

“Counseling decreases classroom disturbances. Counseling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counseling services indicated that their classes were less likely to be interrupted by other students, and that their peers behaved better in school” (ASCA, 2002-2003).

Fundamental Question No. 3: What are school counselors best qualified to do to help them?

Subquestions

Should school counselors:

- ◆ Employ educative strategies?
- ◆ Employ psychological strategies?
- ◆ Work directly with students?
- ◆ Work indirectly on behalf of students with teachers, parents, administrators and community members?
- ◆ Work with students individually?
- ◆ Work with students in small groups?
- ◆ Work with students in classroom-sized groups?
- ◆ Work with students in large groups?

When working directly with students, should school counselors:

- ◆ Advise students?
- ◆ Place them?
- ◆ Teach them?
- ◆ Assist them?
- ◆ Guide them?
- ◆ Counsel them?
- ◆ Conduct therapy with them?

When working indirectly, should school counselors:

- ◆ Consult with teachers, parents, administrators and/or community members?
- ◆ Coordinate resources for them?

Ethical Values

The professional school counselor:

- ◆ Provides individual and group counseling in adherence to ethical standards (A.2, A.3, A.6).
- ◆ Makes referrals (A.5).
- ◆ Interprets assessments and adheres to professional standards regarding assessments and evaluation (A.9).
- ◆ Cooperates with parents in adherence to legal and ethical standards (Section B).

- ◆ Maintains professional relationships with colleagues (Section C)
- ◆ Works within his or her areas of qualification (D.1.e).
- ◆ Assists in developing educational procedures and programs to meet students' developmental needs (D.1.g).
- ◆ Collaborates with others in the school and community (D.2).
- ◆ Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions (E.1.a).

Professional Values

ASCA's (1997a) *Position Statement: Comprehensive Programs* states that the professional school counselor's role includes individual and small group counseling; large group guidance; teaching skill development in academic, career, and personal/social areas; consultation and case management; and coordination, management, and evaluation of the school counseling program. In addition, the statement suggests that other "indirect services" school counselors carry out are participating in school site planning and partnering with post-secondary institutions, businesses, and community agencies.

Certification of school counselors is a function of state government, so there are variations from state to state. Some consensus has been arrived at nationally, however, by national certification and accreditation agencies regarding the basic training that school counselors need to have at this point in time. While named differently by the different certification agencies, the primary content suggested includes human growth and development, fundamentals of school counseling, student competencies,

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social and cultural contexts, counseling theories and techniques, consultation with other adults in students' lives, student assessment, program development, implementation and evaluation, professional orientation, practicum internship, and information resources and technology (Council for Accreditation of Counseling and Related Educational Programs, n.d.; National Board for Certified Counselors, n.d.; National Board for Professional Teaching Standards, n.d.).

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Principle 4: School counselors are qualified to make contributions to all children's and adolescents' development in the areas of academic (educational), career and personal/social development. School counselors are state credentialed; are specialists in child and adolescent development; and are trained in learning styles, classroom behavior management, curricula and instruction, student assessment and achievement, and/or have teaching experience.

There is a connection between required school counselor education, training, and experience and school counseling in practice.

Principle 5: School counselors can design and deliver interventions to meet students' developmental needs and to meet students' needs for prevention and remediation, thereby helping to close gaps between specific groups of students and their peers.

Principle 6: School counselors' interventions in students' academic, career, and personal/social development assist students to acquire and apply skills, attitudes, and knowledge that promote development in those three dimensions of human growth.

Through direct services to students, school counselors assist all students' development and thereby facilitate their academic success.

School counselors provide individual and group counseling addressing children's and adolescents' concerns related to their developmental tasks, including personal and relationship issues.

Principle 7: School counselors can assist other adults to enhance their work with students' academic/educational, career, and personal-social development, and for the purpose of removing personal barriers to individual students' success.

Through indirect services, such as advocacy and consultation, school counselors assist in the removal of barriers to that success.

School counselors are uniquely positioned to advocate for students' success in school and to assist in the removal of barriers to individuals' success.

Historical Roots of These Principles

In 1949, training for the general guidance counselor was "a combination of modern educational method, educational and guidance psychology, and counseling technique. . . [making] appraisals of personality" and included occupational information and analysis, measurement and statistics and knowledge of records (Mathewson, pp. 185-186). Counselors of the time also were to be "competent to organize, administer, and evaluate guidance programs. . . [and have] sufficient knowledge of the symptoms of pathological conditions to be able to refer" to specialists (p. 186).

In 1965, Lortie discussed in an article about the professionalization of school counseling (interestingly titled "Administrator, Advocate,

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or Therapist?") some of the issues he felt needed resolution by the profession for it to be a profession. First, he mentioned the "development and diffusion of collective beliefs" (pp. 128-129). Then he asked three other basic questions: "(1) Who will be admitted? (2) How will candidates be prepared for practice? And (3) How can members of the profession be induced to comply with its standards of conducts?" (p. 129). He closed his points with, "The group must agree on what is important to do and how it should be done in specific terms" (p. 131).

Baker and Gerler (2004) have summarized basic interventions from the profession's early history: "Guidance, from which school counseling evolved, had several influences including vocational guidance, psychometrics, mental health, and clinical psychology" (p. 3). Diagnosis of learning difficulties were part of counselors' role from its inception (Hollis, 1980).

Mathewson (1949) described the methods of guidance as including "interviewing, individual appraisal, biographical recording, case study, counseling, special types of research, organizational administration and coordination" (p. 121). He also reiterated that school guidance "practice be seen as developmental and as educative" in addition to the responsibilities of individual appraisal (p. 124). He envisioned school counselors working as community liaisons, as consultants with other professionals and parents about personal and social issues, and as teachers and consultants with teachers about related classroom instruction.

Beginning around 1960, there was "a growing sense of professional identity among the various guidance professions, particularly school counselors" (Shaw, 1973, p. 18), but this sense of identity was fraught with questions about the true identity of school counselors. Many, many attempts

were made to define their roles and functions, but the debate continued over whether school counselors' primary efforts should be in counseling emotionally unstable individuals at one end of the continuum or in teaching and collaborating with teachers and administrators in the provision of developmentally appropriate guidance-related curricula to all students at the other end (Shaw, 1968).

Wrenn (1962) proposed "not only that the counselor is the focal point in the guidance program, but that counseling is his [sic] major job" (p. 163). He also recommended that school counselors assist students with their educational and vocational plans; be educated about student development and psychological appraisal; consult with parents, teachers and administrators; research data about the student and share that information with school leaders; and coordinate resources between the school and the community.

In *Guidance: An Examination* (Mosher, Carle & Kehas, 1965), it was apparent that some lack of role definition or perception of a cogent role was a problem for school counseling. Shoben (1965) perceived "the traditional role [as that of] the counselor of the obstreperous, the advisor on college selection and vocational matters, and the purveyor of tests and occupational information" (p. 122). As Lortic (1965) phrased it, "the current position of the counselor contains diverse, contradictory functions" (p. 128). He advised that "counselors should select the function, or functions, they wish to serve and build a structure appropriate to it or to them" (p. 142). In 1966, an ASCA-Association for Counselor Education and Supervision committee adopted the "three C's" – counseling, consulting, coordinating – to define the work of elementary school counselors.

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Shaw (1968) stated,

Present guidance programs reflect lack of purpose. Many things are being done; tests are given and interpreted, group guidance classes are held, educational objectives are discussed with students, parents are increasingly included in guidance activities, and still such programs are often seen as unrelated to the basic educational endeavor by teachers and laymen [sic] alike. Guidance specialists are increasingly involved in non-guidance activities (p. 3).

Shaw suggested that the ASCA make the decision as to the right roles and functions of school counselors, which ASCA began doing.

The debate continued in the 1970s, but many of the profession's theorists supported the developmental and preventive approach Dinkmeyer and Caldwell (1970) explained that "the guidance process focuses on restoring and facilitating growth factors. . . The focus here is on assisting the child with the developmental tasks" (p. 47). They continued, "Guidance is concerned with personalizing and humanizing the educational experience" (p. 53) for students. Shaw (1973) projected that professional guidance specialists' "skills will be applied primarily toward the accomplishment of goals related to the affective domain" (p. 10) as described by Krathwohl, Bloom and Masia (1964). He contended that teachers' responsibilities were aimed at the cognitive domain and at specific content, and that guidance specialists' responsibilities were aimed at the affective domain and at process.

Cottingham (1973) conceptualized it a bit differently: "The guidance function facilitates [the integration of symbolic (intellectual, academic) learning and personal development] by focusing on personal

concerns in the interaction of cognition and affect" (p. 342). He also described "public discontent with school guidance services. Such criticisms have focused on the 'adjustment' emphasis and the preoccupation of guidance personnel with administrative or college placement functions" (p. 340).

In 1973, Aubrey reminded the profession that "a curriculum for guidance – a sequential program of planned learning experiences for students, led by counselors – is nothing new to education. Historically, this approach was termed group guidance, and frequently teachers were selected to conduct this activity through homerooms or class units" (p. 348).

Cottingham (1973) stated, "Initially it may be difficult to change the counselor's own primary emphasis on counseling to developing preventive guidance through curriculum avenues" (p. 343). He also worried that "counselors who favor educational placement, vocational development, or test administration may be reluctant to inject personal growth elements into these traditional task-centered relationships" (p. 343). From his review of the 70 guidance texts, the functions that Shaw (1973) listed as those of school counselors for the 1970s were counseling, consultation, testing, curriculum development, provision of information, in-service training, use of records, articulation, referral, evaluation, and research.

As well, the issue of nonguidance activities was still present. Aubrey (1973) stated that recent studies have "shown that almost 50 percent of the secondary counselor's work lies in areas closely related to clerical and administrative responsibilities" (p. 347). Shaw (1973) identified other issues needing to be addressed: supervision of guidance specialists in the schools, professionalization and identity, and the

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specialist in individual counseling versus the generalist working to humanize education.

Research Supporting These Principles

“Reviews of the research on school counseling show that the services of school counselors have a positive effect on children” (ASCA, 2002-2003). Studies address guidance interventions, school violence and the learning environment.

“School counselors help connect the family as a whole to the educational process” (ASCA, 2002-2003).

“School counselors were effective in reducing victimization by assisting victimized children, reducing bullying behaviors and modifying the school climate and structure” (ASCA, 2002-2003).

“School counselors in collaborative efforts can implement both systemic and programmatic changes in schools and communities to prevent students from dropping out of school” (ASCA, 2002-2003).

Fundamental Question No. 4: How do guidance and counseling relate to the overall educational program?

Subquestions

Should the guidance and counseling program:

- ◆ Be a separate and distinct entity housed in the school?
- ◆ Be an integral part of the educational program?
- ◆ Be an integral part of the school?

Ethical Values

The professional school counselor assists in developing curricular and environmental conditions appropriate for the school and community (D.1.g).

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Principle 8: School counselors work with others in the school system on behalf of students to support accomplishment of the system’s mission and to assist in the removal of systemic barriers to student success.

School counselors are integral to the total educational program.

School counselors can be catalysts for educational change and leaders in educational reform.

School counselors advocate for, and consult to assist in, the improvement of the school climate.

Historical Roots of These Principles

The profession’s forefathers who have influenced school counseling envisioned the primary purposes of education globally, placing school counselors’ goals and functions at the heart of that mission. Havighurst (1952) clarified that “education may be conceived as the effort of the society, through the school, to help the individual achieve certain of his [sic] developmental tasks” (p. 5). To accomplish developmental tasks most effectively, the activities designed to assist children and adolescents should be relevantly timed. “When the body is ripe, and society requires, and the self is ready to achieve a certain task, the teachable moment has come” (p. 5). School counselors as knowledgeable of developmental tasks, and

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as partly responsible for assisting children and adolescents to accomplish personal, social, career and educational tasks, bring this information to school site and guidance program planning.

In 1955, the Association for Supervision and Curriculum Development's (ASCD) annual *Yearbook* centered around the interrelationship between guidance and instruction. Periodically since then, ASCD has emphasized this focus. In the 1970s it was labeled the "hidden curriculum." Today, ASCD's position statements reflect its belief in working with the "whole child." Specifically, its position statement on "Classroom Climate" states that "schools at all levels should strive to have an intellectually stimulating and psychologically supportive classroom climate. There should be . . . a balanced emphasis on the learner's social, emotional, physical, and intellectual development" (ASCD, 1960, 1963, 1981).

Michael and Meyerson (1965) offered behaviorist principles to guide school counselors' work. They believed that "behavior is controlled by its environmental consequences and that an effective procedure for producing behavioral change is the manipulation of the environment so as to create consequences that will produce the desired behavior" (p. 41).

Shaw (1968) stated the purposes of education: (1) "transmittal of knowledge and skills"; (2) "preparation of the learner to actively and effectively appropriate new knowledge and skills"; and (3) application of "skills to practical problems, problem solving, or new learning situations" (p. 45). He envisioned that school counselors should work with parents and then "work directly with children when children themselves become a significant determinant of the learning environment" (p. 55).

Dinkmeyer and Caldwell (1970) stated, "Developmental guidance is the organized effort of the school to personalize and humanize the educational process for all students" (p. 3). Stated somewhat differently, they mentioned that "guidance is that part of the educational programs which emphasizes the individual" (p. 7). They clarified differences between guidance and instruction in terms of the subject matter, goals, nature of the process, sources of content material and degree of self-direction. Dinkmeyer and Caldwell concluded, "The guidance function is an integral part of the total school program. . . . The purpose of the guidance function is to develop educational experiences and processes which seek to give personal meaning to school experiences to meet both individual needs and societal expectations" (p. 55).

Cottingham (1973) identified a significant educational trend with implications for school counselors: "greater demands for more humanized and individualized educational systems" (p. 340). Mosher and Sprinthall (1971a) stated that school counselors' "central objective, then, is to create curriculum materials and methods of instruction that will facilitate personal and human development for *all* pupils" (p. 10). They continued to make the case for "primary prevention," educative work versus "secondary prevention," therapy, and counseling. They insisted that school guidance work is best when it is "educative (developmental), not remedial" (p. 10).

Cottingham (1973) went on to state that "another changing attitude is toward broadening the counselor's responsibilities beyond the counseling relationship to embrace more environmental change efforts" (p. 342). He referenced Ivey and Weinstein (1970), who stated, "The typical school counselor may envision a duality in role which could represent a unique

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opportunity for a broader and yet more significant contribution to education” (p. 344). Aubrey (1973), in describing “Organizational Victimization of School Counselors,” stated that “the central task facing all school counselors at this critical juncture in our profession is how to deal with school rigidity and bureaucracy in order to attain guidance outcomes” (p. 346). Menacker (1976) promoted his theory of “Activist Guidance” (p. 381).

Sprinthall (1977) reviewed several studies that document the “overall failures of schooling. The longer pupils remain in schools, the worse off they are” (p. 53). The findings suggested that “negative self-concepts increase, intrinsic motivation declines, passive learning increases, individual differences decline and cognitive development prematurely stabilizes” (p. 53). His whole premise was that the primary role of school counselors is to share their skills and knowledge with teachers to enhance the learning environment. In 1980, Sprinthall continued to believe that “we need to encourage adoption of curriculum materials designed to promote intellectual and psychological growth simultaneously. Further, we need to use our counseling and communication skills to improve the interaction patterns in the classrooms.

Essentially this is the crucial concept of primary prevention” (p. 488).

Kehas (1980) summarized:

To work as a school counselor—from out of the context of psychological education, for example—calls for increased involvement with a small number of students, and with a larger number of teachers, parents, and community people. It calls for the development of a guidance curriculum, for the creation of opportunities through small groups and classrooms (often in collaboration with teachers) for students to come to know the kind of self they are building and have built, and to confront themselves with the meanings they attribute to their experiencing, and the consequences such attributions will have on their future self (pp. 19-20).

Myrick (1993) stated that school guidance is a “force within the school curriculum or instructional process that aims at the maximum development of individual potentialities. In this sense, guidance is a general educational philosophy” (p. 2).

Fundamental Question No. 5: How can guidance and counseling be provided most effectively and efficiently?

Subquestions

Should the guidance and counseling program:

- ◆ Be a schoolwide program?
- ◆ Be the counseling department’s program?
- ◆ Consist of a set of services geared at the various dimensions of students’ growth and development?
- ◆ Be a program organized according to the activities?
- ◆ Be a comprehensive program incorporating activities that address the different levels of student needs (developmental, preventive, remedial) and that call for school counselors to use their array of functions?

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ASCA National Model Principles

Principle 9: The work of school counselors should be organized as a program.

Principle 10: The delivery system dividing program activities into the four program components of guidance curricula, individual student planning, responsive services, and system support is the most effective and efficient means for organizing the program.

Principle 11: The four program activity components described as the delivery system for the model school counseling program include all the means to impact students' academic, career and personal/social development: guidance curricula, individual student planning, responsive services, and system support.

Principle 12: School counseling program activities can be designed that effectively impact all students' academic, career and personal/social development and that help those students whose healthy academic, career and/or personal/social development is threatened or interrupted.

Principle 13: Intentionally designed interventions targeting identified needs or specified goals and objectives are more effective than interventions that are not intentionally designed.

Historical Roots of These Principles

Most of the early work on organization of school counselors' work revolved around the relationships between counselors and other pupil personnel service providers, but program language did appear from time to time (Gysbers & Henderson, 2000).

According to Mitchell and Gysbers (1980), "Glanz (1961) identified and described several models for organizing guidance in a

comprehensive way" (p. 26). Lortie (1965) observed that "members of the occupation will be forced to resolve thorny issues in moving toward the professional model for work organization" (p. 128). Shaw (1968) recommended that "frameworks" (p. 32) to guide district-wide program implementation be established.

In 1970, Dinkmeyer and Caldwell indicated how muddy the waters were by equating the "guidance program" with the counselor functions (i.e., pupil appraisal and child study, teacher consultation, counseling, classroom guidance, parent consultation, curriculum involvement, in-service education for staff, and administration and coordination).

For Shaw (1973), "the program concept infers goals and focus. . . Guidance [is] defined as a program implemented by professional specialists within the school system whose primary task is the application of skills and theory derived from the behavioral sciences" (p. 10). Mitchell and Gysbers (1980) wrote, "by 1970, substantial preliminary work had been done in developing basic vocabulary and the other necessary constructs to define and implement guidance in systematic, comprehensive, developmental terms, as a program in its own right rather than as services ancillary to other programs" (p. 26).

In 1980, Kehas, representing those who believed school counselors should define their purpose and align their functions to those purposes, asked, "What services—let alone how many—can one counselor deliver to 400 students?" (p. 19).

Mathewson (1949) identified "two common faults of guidance organization in the past. . . [1] failure to make a distinction between the guidance process and the instructional process. . . [and 2] the jurisdiction of the guidance director with that of the

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administrator" (p. 139). He also offered this premise for tying guidance theory and practice together: "Institutions providing guidance services, or aiming to provide such services, should understand clearly their purposes and responsibilities and adapt their guidance procedures accordingly" (p. 73). He continued, "Unification of related activities in guidance is essential in order to properly serve the interrelated needs of the individual. Such unification may be effected by suitable organizational methods" (p. 73).

Mathewson (1949) envisioned a guidance program with the following characteristics: that it be for students in nursery school through adult education; that it be "infused in every school activity and closely correlated with instruction"; that it be identifiable and practiced by professional specialists; that it be coordinated across all phases of the guidance program with "all component functions being directed at the same objectives"; that it focus "on the problems and personality of the individual students"; and that it seek "to foster self-understanding, development, and direction, socially oriented" (pp. 126-127).

In brief, the structure for the guidance program as Mathewson envisioned it would provide "individual casework" to assist students with needs for educational, occupational, and personal-social orientation, progress, and adjustment. Individual casework included the functions of individual inventory and appraisal, case study, counseling, record keeping, testing, research, referral, and maintaining liaisons with community members and consultative liaisons with professional workers and parents. Mathewson's program vision also incorporated "group work" to assist students with their personal and social development and occupational adjustment. Group work included consultation between guidance personnel and instructional leaders,

guidance personnel perhaps acting as instructors, research, organization of community education programs, and coordination of all phases of the guidance program. (Although described and divided differently from the current model's four components, the program does include activities that fit into the four components.)

Mathewson (1949) also described "Key Concepts in Guidance Organization" (p. 140). These concepts were "existing conditions," "clarity of aim," "definitive outline of functions," "allocation of responsibilities," "lines or organizational relationship," "adequate implementation," and "evaluation and growth" (p. 141).

In the debates of the 1970s and 1980s, proponents for developmental work envisioned school counselors' work as centered around classroom guidance and instruction, and consultation and coordination with teachers regarding guidance content and classroom climate. Proponents for "adjustive" work, serving students with needs for preventive or remedial interventions, envisioned school counselors' work as centered around counseling, case studies, and consultation with teachers and administrators regarding problems affecting students in their classrooms. Proponents for career and educational guidance envisioned school counselors' work as being a combination of developmental and adjustive work, but focused on individual students.

By the 1980s, the "comprehensive guidance program" was conceptualized and described by Gysbers and Moore (1981). By the late 1980s, the model was further developed around "three elements: content, organizational framework, and resources" (Gysbers & Henderson, 2000, p. 52). "The organizational framework contains three structural components (definition, rationale, and assumptions) and four program

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components (guidance curriculum, individual planning, responsive services, and system support)” (p. 52). This framework provided a method for organizing school counselors’ work according to all of the activities – developmental, preventive, and remedial – they were doing, and thereby helped school counselors manage their programs.

By the end of the 1990s, 34 or more states had adopted the comprehensive guidance program model (Sink & MacDonald, 1998). The development of this model was based on a study of what school counselors were actually doing – the functions and activities they were performing – and grouping them according to the categories that emerged from this study. After 20-plus years of implementation of this model, it is apparent that the legitimate activities that school counselors do fit into these four program components. Activities that counselors do that do not fit into this organizational scheme are, in fact, not legitimate guidance and counseling activities.

Shaw recognized a problem with guidance programs in 1968: “They attempt to do almost everything represented by the general model rather than zeroing in on a specific goal” (p. 31). In 1973 he explained that “the program idea implies the existence of a focused, consistent, articulated effort to achieve certain pre-identified and agreed-upon ends” (pp. 79-80). With the goals and steps toward those goals identified, objectives may be written. “Objectives must be stated in terms of the ways in which the behavior of the ultimate client, the student,

is to be influenced or changed” (Shaw, 1973, p. 35).

During the 1970s, the establishment of behavioral objectives to focus counselors’ work was prevalent. Shaw (1973) outlined some basic criteria for objectives: They should be stated clearly in words with specific meaning and, thus, definable and measurable; they should be related to general educational purposes; and they should be capable of accomplishment. The assumption or idea here is that with clear intentions, activities were more likely to be useful in helping students move in directions that they needed to move. Many efforts were begun to develop scopes and sequences for guidance content. These products varied dependent on the points of view of the authors, with varying emphases placed on academic/education, career, and/or personal and social development. Development of these continued through the 1980s and 1990s.

Research Supporting These Principles

“Reviews of the research on school counseling show that the services of school counselors have a positive effect on children” (ASCA, 2002-2003). Studies address the impact of comprehensive guidance and counseling programs.

“Quantitative analyses of research (meta-analyses) also substantiate the beneficial effects of school counseling programs” (ASCA, 2002-2003).

Fundamental Question No. 6: How is a good school counseling program developed by a school?

Subquestions

Should a guidance program be developed:

- ◆ Locally?
- ◆ At a district level?
- ◆ At a state level?
- ◆ Spontaneously or reactively in response to immediate needs?
- ◆ Planfully and intentionally in response to deliberate decisions?

If planfully, what process steps are required?

- ◆ Planning?
- ◆ Designing?
- ◆ Implementing?
- ◆ Evaluating?
- ◆ Enhancing?

Can evaluation be a separate process from the others? How are the desired outcomes for students determined? Unilaterally by the school counseling staff? Collaboratively?

If collaboratively, with:

- ◆ Teachers?
- ◆ Administrators?
- ◆ Parents?
- ◆ Students?
- ◆ Community members?
- ◆ Other school specialists?

Once developed, should implementation of the program be managed? If so, by whom?

- ◆ Counselors?
- ◆ Principals?
- ◆ Planning committees?

If so, through what organizational management and accountability practices?

Ethical Values

The professional school counselor:

- ◆ Monitors personal functioning and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a client.
- ◆ Assists in developing (1) curricula and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet the counselees' developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services (D.1.e.).

ASCA National Model Principles

Principle 14: A systematic approach to developing the school counseling program (i.e., planning and building the foundation, designing the delivery system, implementing and monitoring the program, holding program staff accountable, and evaluating the program) ensures its effectiveness and relevancy.

Principle 15: Collaborative, cooperative planning with parents/guardians, teachers, administrators, staff and community members in developing a school counseling program results in the program being effective and an integral part of the total school mission.

School system goals are equity, access, and academic success for students.

School counseling program goals and objectives lead to increased equity, access,

The Theory Behind the ASCA National Model

and academic success for students by being aligned with a school's mission.

Principle 16: Effective local school counseling programs are designed with awareness of local demographics and political conditions, and on needs assessments based on locally gathered data.

Principle 17: Establishing priorities for and recognizing parameters within the program are critical to effective management and implementation of school counseling programs.

Principle 18: There are organizational procedures that school counselors can use to manage implementation of their programs for effectiveness, efficiency, and relevancy to the school.

A management system is needed to ensure effective and efficient program delivery.

Principle 19: Accountability for student results, school counselor performance, and program completeness is essential to ensuring the effectiveness and relevance of school counseling programs, and it requires the collection and use of data.

Principle 20: Leadership for school counseling programs is a shared responsibility between school counselors and school principals.

Administrative support and provision of resources are necessary for successful implementation of programs.

Historical Roots of These Principles

Gysbers (2004) traced the evolution of accountability and evaluation. He found that, based on the literature reviewed, the answer is that accountability is not a new phenomenon at all – it has been of concern almost from the very beginning of the

institutionalization of guidance and counseling in the schools. In addition, the need for and importance of accountability for outcomes has been stressed in every decade since the 1920s. Over the years, distinctions were made among accountability for student results, evaluation of student results, evaluation of program activities, and evaluation of a whole program. Taxonomies of objectives were identified, and several large and legitimate studies were conducted that began to demonstrate the positive impact of guidance and counseling.

Mathewson (1949) also theorized about how a guidance program should be organized. He stated that it should be “an integral part of the educative process”; that “it is necessary. . . to procure the cooperation of school workers”; and that “the program should emerge from the study and planning of the school’s own personnel” (p. 135). “Once the conception is accepted that the school is the medium for the personal development of individuals, socially directed, in cooperation with home and community, the rest should follow” (pp. 263-264).

Mathewson (1949) also suggested that the “leadership in such study and planning may well come from a trained personnel worker [school counselor]” (p. 136). He recommended that the participants in the process of getting the program organized include “all persons, or representatives of such persons, affected by the program – students, teachers, activity leaders, administrators, parents, citizens, specialists” (p. 142). He suggested the program needs to have “administrative authority,” to provide “service based on needs,” to be “gradually developed” and to be built on aspects of the model that exist in the current program (p. 142).

The Theory Behind the ASCA National Model

Shaw (1968) identified criteria for selection of guidance objectives: They should (1) “be stated in clear or unequivocal terms”; (2) “be related to the basic purpose of public education”; and (3) “be capable of accomplishment” (pp. 23-24). Shaw (1973) also suggested that “having decided on objectives it is necessary to examine the assumptions on which objectives are based in order to see if one is willing to live with the assumptions inherent in the proposed objectives” (p. 69).

During the 1960s, professional educators began discussing the means to effect systematic program change (Shaw, 1973). Too, a renewed emphasis on accountability brought this influence to guidance (Gysbers & Henderson, 2000). Shaw (1968) recommended that guidance program development be district-wide and that the participants in defining the program include principals, central office administrative staff members with links to guidance, teachers, and guidance specialists (school counselors, school psychologists, and school social workers).

During the 1970s, an appreciation for systems thinking influenced school guidance and counseling. Systems thinking entails assessing needs, establishing goals and behavioral objectives, selecting activities to meet the objectives, evaluating the effectiveness of the activities and repeating the cycle – that is, planning, designing, implementing, evaluating and then returning to planning and repeating the cycle. “As the 1970s continued to unfold, professional literature devoted to the why and how of developing and implementing systematic accountable guidance programs continued to be written” (Gysbers & Henderson, 2000). This converged with what Shaw (1973) identified as “a new method of budgeting” (p. 48). This planned program budgeting system based budget

appropriations on clear and distinct program plans.

In 1980, Mitchell and Gysbers stated that “a systematic, comprehensive guidance program is based on and is shaped by a number of assumptions” (p. 27). These assumptions, paraphrased, are that the program is (1) student-centered, focused on student needs and desired outcome; (2) of benefit to all students; (3) consistent across all student populations; (4) articulated throughout student enrollment; (5) developmental; (6) involving of students in their own development; (7) growth- and development-oriented rather than problem-oriented; and (8) a means for counselors to be accountable for student outcomes.

Mitchell and Gysbers (1980) also identified the basis of the comprehensive, developmental guidance program. They described the advances in and convergence of developmental theory and research that led the school guidance profession to think in terms of and begin to specify the content and objectives for guidance. This was accompanied by the accountability/evaluation movement that led to thinking in terms of student accomplishment of those objectives, and the developments in systems thinking that led to understanding the process needed for planning, designing, implementing, and evaluating the program for helping students attain those objectives.

Gysbers and Moore’s book *Improving Guidance Programs* (1981) outlined a systems approach process for developing and implementing comprehensive school guidance programs. Guidance departments in state departments of education continued to work within their states to foster application of this systematic process for improving school guidance and counseling programs.

The Theory Behind the ASCA National Model

Johnson and Johnson (2003) stated that “accountability is now focused on student results” (p. 181).

Research Supporting These Principles

In the early 1990s, Fairchild, among others, conducted studies, made recommendations, and stressed the importance of school counselors being accountable for their time, accessibility, and timeliness of responses (cited in Henderson & Gysbers, 1998).

Fundamental Question No. 7: How are the results of school counselors’ work measured?

Subquestions

Should the results of school counselors’ work be measured in light of:

- ◆ Student achievement of guidance outcomes?
- ◆ Student achievement of instructional outcomes?
- ◆ Quality of performance of counselor functions?
- ◆ Quantity of functions performed by counselors?
- ◆ Quantity of activities provided?
- ◆ Quality of activities provided?
- ◆ Adherence to the standards for program implementation? For the program as a whole or for each component?

How should different evaluation questions be answered appropriately?

Ethical Values

The professional school counselor assists in developing a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services (D.1.e).

ASCA National Model Principles

Principle 21: Having benefited from school counselors’ interventions, children and adolescents are more ready to learn

academically and to be successful in school.

Principle 22: Explicit statements of the results desired for students better ensure the achievement of those results.

Principle 23: Evaluation of student results, school counselor performance, and program completeness is essential to ensuring the effectiveness and relevance of school counseling programs, and it requires the collection and use of data.

Principle 24: Evaluation of student results is based on established standards for the measurement of student development, growth, and change.

Principle 25: Evaluation of school counselors’ performance is based on established standards for school counseling practice.

Principle 26: Evaluation of program completeness is based on alignment with the ASCA National Model and the local program design.

Principle 27: The purpose of evaluation is improvement.

The Theory Behind the ASCA National Model

Through evaluation, what is effective and what is not effective in a program are identified, thereby indicating what in a program needs to be changed.

Historical Roots of These Principles

Student results have been hard to identify in school guidance programs because the emphasis of the profession has been more on the counselors' roles and functions than on the anticipated outcomes for students from experiencing these functions.

In 1961, Wellman and Twiford stated "that the one appropriate measure of the value of a guidance program was its impact on students" (cited in Gysbers & Henderson, 2000, p. 19). With regard to evaluation, Shaw (1968) stated, "It is a fundamental tenet of measurement [evaluation] that whatever is to be measured must be carefully defined prior to the time that measuring instruments are developed. In other words, the purpose for measuring must be clearly specified before any measuring is done. It follows from this that attempts to evaluate current guidance services must, for the most part, be invalid," as these programs did not have "clearly defined objectives" (p. 10). Beginning in the 1970s, Johnson and Johnson (2003) emphasized the need for school counselors to be willing to be evaluated on the question, "How are students different as a result of the guidance program?" (p. 181). In their model, "results-based guidance program evaluation is based on the number of students who demonstrate the competencies learned" (p. 181).

Research Supporting These Principles

"Bloom's (1964) findings indicate that the first few years of school are extremely significant in the development of the child's attitude toward school and his [sic] long range pattern of achievement" (Dinkmeyer & Caldwell, 1970, p. 19).

Dinkmeyer and Caldwell (1970) stated that "studies have increasingly pointed to the relationship between social and self development and intellectual development" (p. 7).

Summary

This section of *The ASCA National Model: A Framework for School Counseling Programs* has described the theory base supporting the ASCA National Model. It has discussed what a theory consists of and described the history of school counseling theory development in the profession and in ASCA. Seven fundamental questions were identified as those needing to be answered in a school counseling theory. For each question, answers from the ASCA Ethical Standards, from the profession's history, and from the school counseling effectiveness research base were provided. These sources support the 27 major principles and 15 subprinciples identified as the answers to the seven questions. Each principle is supported by the profession's values, history, and research. These principles describe school counseling theory at the beginning of the 21st century. The ASCA National Model rests on these principles.

Utah Comprehensive Counseling and Guidance Program Student Outcomes: Standards and Competencies

Academic/Learning Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

AL:A1 Improve academic self-concept

- AL:A1.1 Articulate feelings of competence and confidence as learners
- AL:A1.2 Identify and apply attitudes, expectations, and behaviors which lead to successful learning
- AL:A1.3 Understand individual strengths and how to remediate or compensate for weaknesses

AL:A2 Acquire skills for maximizing learning

- AL:A2.1 Apply time-management and task-management skills
- AL:A2.2 Demonstrate how effort and persistence positively affect learning
- AL:A2.3 Know when and how to ask for help or information from faculty, staff, family, and peers
- AL:A2.4 Apply knowledge of learning styles to positively influence school performance

AL:A3 Achieve school success

- AL:A3.1 Develop basic skills (in math, reading, writing, technology, etc.)
- AL:A3.2 Learn and apply critical thinking skills
- AL:A3.3 Develop a pattern of regular school attendance
- AL:A3.4 Demonstrate the ability to work independently, as well as cooperatively with other students
- AL:A3.5 Connect to school in positive ways
- AL:A3.6 Apply the study and homework skills necessary for academic success

Utah CCGP-Student Outcomes: Standards and Competencies

Standard B: Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community.

AL:B1 Relate school to life experiences

- AL:B1.1 Demonstrate the ability to balance family life, school, homework, extracurricular activities, and leisure time
- AL:B1.2 Understand the relationship between learning and life/career success

Standard C: Students will complete school with essential coursework that provides a wide range of substantial post-secondary options.

AL:C1 Plan to achieve goals through the implementation of a Student Education Plan (SEP) or Student Education Occupation Plan (SEOP)

- AL:C1.1 Actively involve parent(s) or guardian(s) in the SEP/SEOP process
- AL:C1.2 Establish challenging academic goals in elementary, middle/junior, and high school
- AL:C1.3 Use assessment results to maximize academic ability and achievement
- AL:C1.4 Use problem-solving and decision-making skills to assess progress toward educational goals
- AL:C1.5 Understand the relationship between classroom performance and success in school
- AL:C1.6 Identify next-step planning options consistent with interests, achievement, aptitudes, and abilities

AL:C2 Understand the opportunities available and know how to access an array of post-secondary options, e.g., CTE Pathways, the military, ATCs, two-year college, four-year college, certificate programs, apprenticeships, on-the-job training, Job Corps, and employment

- AL:C2.1 Understand opportunities in and how to access CTE Pathways
- AL:C2.2 Understand opportunities in and how to access the military
- AL:C2.3 Understand opportunities in and how to access ATCs
- AL:C2.4 Understand opportunities in and how to access two-year college
- AL:C2.5 Understand opportunities in and how to access four-year college
- AL:C2.6 Understand opportunities in and how to access certificate programs
- AL:C2.7 Understand opportunities in and how to access apprenticeships
- AL:C2.8 Understand opportunities in and how to access on-the-job training
- AL:C2.9 Understand opportunities in and how to access Job Corps
- AL:C2.10 Understand opportunities in and how to access employment

Utah CCGP-Student Outcomes: Standards and Competencies

Life/Career Development

Standard A: Students will become aware of self in relation to the world of work.

LC:A1 Develop self-knowledge through experience and exploration

- LC:A1.1 Develop personal abilities, skills, interests, values, and motivations in terms of future goals
- LC:A1.2 Develop a positive attitude toward work and learning by understanding the importance of responsibility, dependability, integrity, and work ethic
- LC:A1.3 Complete multiple career assessments
- LC:A1.4 Dream big, verbalize dreams, and make appropriate plans

LC:A2 Understand self in the world of work

- LC:A2.1 Learn to understand and respect individual uniqueness in the workplace
- LC:A2.2 Understand that both paid and unpaid work are important and satisfying means of personal expression
- LC:A2.3 Understand that the changing nature of work requires adaptability, lifelong learning, and acquiring new skills
- LC:A2.4 Understand how gender, family, and socioeconomic background can influence career choices
- LC:A2.5 Understand the relationship between, education, training and the world of work
- LC:A2.6 Understand how life roles influence career choices

Standard B: Students will explore the world of work.

LC:B1 Locate and evaluate life/career information

- LC:B1.1 Know the various ways in which occupations can be classified
- LC:B1.2 Use research and information resources, including the statewide Career Information Delivery System (CIDS), CTE Pathways, labor market information, the Internet, and other sources for career exploration
- LC:B1.3 Develop skills to locate, evaluate, and interpret career information

LC:B2 Understand the relationship between work and society, and the economy

- LC:B2.1 Understand the relationship between work, societal needs, and a global economy
- LC:B2.2 Understand the opportunities in traditional and nontraditional career choices
- LC:B2.3 Know about the rights and responsibilities of employers and employees

LC:B3 Experience the world of work

- LC:B3.1 Develop employability skills such as those identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) document
- LC:B3.2 Acquire job seeking skills such as writing a resume, completing a job application, and interviewing
- LC:B3.3 Use employability and job readiness skills in internships, mentoring, and job shadowing
- LC:B3.4 Apply job readiness skills to seek employment opportunities

Utah CCGP-Student Outcomes: Standards and Competencies**Standard C: Students will use strategies to achieve future life/career goals.****LC:C Learn to make life/career decisions**

- LC:C1.1 Explore life/career options and alternatives
- LC:C1.2 Understand how personal beliefs and attitudes affect career decision-making
- LC:C1.3 Determine the values that impact life/career planning in terms of family, community involvement, work, and leisure
- LC:C1.4 Connect decisions about course selections, next-step planning, and career transitions in terms of future goals
- LC:C1.5 Understand how school success and academic achievement enhance future life/career plans

LC:C2 Learn to make life/career plans

- LC:C2.1 Develop a written Student Education Plan or Student Education Occupation Plan
- LC:C2.2 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities
- LC:C2.3 Annually assess and modify education plans to support life/career goals
- LC:C2.4 Evaluate academic achievement in terms of life/career plans

LC:C3 Learn to set goals to achieve life/career plans

- LC:C3.1 Utilize assessment information
- LC:C3.2 Establish challenging academic goals to support life/career plans
- LC:C3.3 Outline short-term steps to achieve future life/career goals

Multicultural/Global Citizen Development

Standard A: Students will develop the ability to evaluate, and to approach life as a contributing citizen in our global community.**MG:A1 Demonstrate a deep regard for self and others**

- MG:A1.1 Recognize, appreciate and respect individual differences, alternative points of view, ethnicity, culture, race, religion, and lifestyle
- MG:A1.2 Understand and respect our own culture and cultures of others
- MG:A1.3 Recognize that everyone has human rights and responsibilities
- MG:A1.4 Improve the ability to express an opinion on issues while listening to and respecting the views of others

MG:A2 Demonstrate a personal commitment to basic democratic principles

- MG:A2.1 Develop the ability to be sensitive to and defend human rights
- MG:A2.2 Learn about the relationship among rules, laws, safety, order, and the protection of individual rights
- MG:A2.3 Develop a commitment to the principles of justice, caring, fairness, responsibility, and compassion

 Utah CCGP-Student Outcomes: Standards and Competencies

MG:A3 Demonstrate a civil and considerate spirit while participating in society

- MG:A3.1 Expand the ability to collaborate with others in school, community, and global environments
- MG:A3.2 Acquire the ability to resolve conflicts peacefully while cooperating and collaborating in a school and community setting
- MG:A3.3 Analyze and evaluate issues from a local, national, and global perspective
- MG:A3.4 Participate in the community for personal growth and to promote public good
- MG:A3.5 Understand that school success prepares students to be employable and productive community members in a global economy
- MG:A3.6 Comprehend the impact of individual actions on the global economy and worldwide community
- MG:A3.7 Respect and protect the environment with a willingness to make necessary changes to accommodate the changing ecosystem

Personal/Social Development

Standard A: Students will develop the skills to understand and appreciate themselves and others.

PS:A1 Acquire self-knowledge

- PS:A1.1 Develop positive attitudes toward self
- PS:A1.2 Identify strengths and weaknesses
- PS:A1.3 Identify interests, values, motivations, skills, and abilities
- PS:A1.4 Identify preferred learning style
- PS:A1.5 Identify and express feelings, attitudes, and beliefs
- PS:A1.6 Understand the nature of growth and development
- PS:A1.7 Understand and practice self-control
- PS:A1.8 Identify changing life roles within the family and society

PS:A2 Demonstrate interpersonal skills

- PS:A2.1 Develop and use effective communication skills including speaking, listening, and nonverbal behavior
- PS:A2.2 Develop healthy relationships that include trust, respect, and caring
- PS:A2.3 Understand the need to belong and be accepted by others
- PS:A2.4 Develop an awareness of the mutual benefits of sharing, cooperation, and compromise

Standard B: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.

PS:B1 Demonstrate skills for goal setting

- PS:B1.1 Identify realistic long-term and short-term goals
- PS:B1.2 Develop the ability to set priorities
- PS:B1.3 Develop an action plan to achieve goals
- PS:B1.4 Identify factors that might interfere with achieving goals
- PS:B1.5 Demonstrate persistent effort in accomplishing goals

Utah CCGP-Student Outcomes: Standards and Competencies**PS:B2 Demonstrate skills for decision-making**

- PS:B2.1 Identify the decision to be made
- PS:B2.2 Develop information gathering skills
- PS:B2.3 Identify alternatives
- PS:B2.4 Know how and when to access resources to assist in making decisions
- PS:B2.5 Recognize the effect others have on decisions (e.g., peers, family, the media)
- PS:B2.6 Understand the consequences of decisions and choices

PS:B3 Demonstrate skills for problem-solving

- PS:B3.1 Identify the real problem
- PS:B3.2 Explore alternative solutions
- PS:B3.3 Identify and use appropriate resources
- PS:B3.4 Evaluate consequences of each solution

Standard C Students will develop the resiliency skills necessary for safety and survival.**PS:C1 Develop skills for physical self-care**

- PS:C1.1 Demonstrate a knowledge of and an ability to protect personal information
- PS:C1.2 Differentiate between appropriate and inappropriate physical contact
- PS:C1.3 Differentiate between situations requiring peer support and those requiring adult or professional help
- PS:C1.4 Understand the importance of lifelong physical fitness, acceptance of physical appearance, and good nutritional choices
- PS:C1.5 Understand the dangers and consequences of substance abuse

PS:C2 Develop skills for emotional self-care

- PS:C2.1 Recognize personal boundaries, rights, and privacy needs
- PS:C2.2 Differentiate between appropriate and inappropriate physical, emotional, and verbal interaction
- PS:C2.3 Recognize and generate assertive responses to peer pressure
- PS:C2.4 Differentiate between situations requiring peer support and those requiring adult or professional help
- PS:C2.5 Develop skills for managing life events; balance personal issues with school success
- PS:C2.6 Learn and apply stress management techniques

PS:C3 Develop skills for self-advocacy

- PS:C3.1 Demonstrate the skills to get individual needs met
- PS:C3.2 Demonstrate the ability to advocate for him/herself

Utah Comprehensive Counseling and Guidance Program Student Outcomes: Developmental Crosswalking Tool

This form is a tool that can be used to assist you in planning your overall guidance curriculum.

| Academic/Learning Development | | K-2 | 3-5 | 6-8 | 9-12 |
|--|---|-----|-----|-----|------|
| Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. | | | | | |
| Competency A1 Improve academic self-concept | | | | | |
| AL:A1.1 | Articulate feelings of competence and confidence as learners | | | | |
| AL:A1.2 | Identify and apply attitudes, expectations, and behaviors which lead to successful learning | | | | |
| AL:A1.3 | Understand individual strengths and how to remediate or compensate for weaknesses | | | | |
| Competency A2 Acquire skills for maximizing learning | | | | | |
| AL:A2.1 | Apply time-management and task-management skills | | | | |
| AL:A2.2 | Demonstrate how effort and persistence positively affect learning | | | | |
| AL:A2.3 | Know when and how to ask for help or information from faculty, staff, family, and peers | | | | |
| AL:A2.4 | Apply knowledge of learning styles to positively influence school performance | | | | |
| Competency A3 Achieve school success | | | | | |
| AL:A3.1 | Develop basic skills (in math, reading, writing, technology, etc.) | | | | |
| AL:A3.2 | Learn and apply critical thinking skills | | | | |
| AL:A3.3 | Develop a pattern of regular school attendance | | | | |
| AL:A3.4 | Demonstrate the ability to work independently, as well as cooperatively with other students | | | | |
| AL:A3.5 | Connect to school in positive ways | | | | |
| AL:A3.6 | Apply the study and homework skills necessary for academic success | | | | |

Utah CCGP Student Outcomes: Developmental Crosswalking Tool

| | | | | |
|---|--|--|--|--|
| Standard B: Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community. | | | | |
| Competency B1 Relate school to life experiences | | | | |
| AL:B1.1 | Demonstrate the ability to balance family life, school, homework, extracurricular activities, and leisure time | | | |
| AL:B1.2 | Understand the relationship between learning and life/career success | | | |
| Standard C: Students will complete school with essential coursework that provides a wide range of substantial post-secondary options. | | | | |
| Competency C1 Plan to achieve goals through the implementation of a Student Education Plan (SEP) or Student Education Occupation Plan (SEOP) | | | | |
| AL:C1.1 | Actively involve parent(s) or guardian(s) in the SEP/SEOP process | | | |
| AL:C1.2 | Establish challenging academic goals in elementary, middle/junior, and high school | | | |
| AL:C1.3 | Use assessment results to maximize academic ability and achievement | | | |
| AL:C1.4 | Use problem-solving and decision-making skills to assess progress toward educational goals | | | |
| AL:C1.5 | Understand the relationship between classroom performance and success in school | | | |
| AL:C1.6 | Identify next-step planning options consistent with interests, achievement, aptitudes, and abilities | | | |
| Competency C2 Understand the opportunities available and know how to access an array of post-secondary options, e.g., CTE Pathways, military, Applied Technology Colleges (ATCs), two-year college, four-year college, certificate programs, apprenticeships, on-the-job training, Job Corps, and employment | | | | |
| AL:C2.1 | Understand the opportunities in and how to access CTE Pathways | | | |
| AL:C2.2 | Understand opportunities in and how to access the military | | | |
| AL:C2.3 | Understand opportunities in and how to access ATCs | | | |
| AL:C2.4 | Understand opportunities in and how to access two-year college | | | |
| AL:C2.5 | Understand opportunities in and how to access four-year college | | | |
| AL:C2.6 | Understand opportunities in and how to access certificate programs | | | |
| AL:C2.7 | Understand opportunities in and how to access apprenticeships | | | |
| AL:C2.8 | Understand opportunities in and how to access on-the-job training | | | |
| AL:C2.9 | Understand opportunities in and how to access Job Corps | | | |
| AL:C2.10 | Understand opportunities in and how to access employment | | | |

Utah CCGP Student Outcomes: Developmental Crosswalking Tool

| Life/Career Development | | K-2 | 3-5 | 6-8 | 9-12 |
|---|---|------------|------------|------------|-------------|
| Standard A: Students will become aware of self in relation to the world of work. | | | | | |
| Competency A1 Develop self-knowledge through experience and exploration | | | | | |
| LC:A1.1 | Develop personal abilities, skills, interests, values, and motivations in terms of future goals | | | | |
| LC:A1.2 | Develop a positive attitude toward work and learning by understanding the importance of responsibility, dependability, integrity, and work ethic | | | | |
| LC:A1.3 | Complete multiple career assessments | | | | |
| LC:A1.4 | Dream big, verbalize dreams, and make appropriate plans | | | | |
| Competency A2 Understand self in the world of work | | | | | |
| LC:A2.1 | Learn to understand and respect individual uniqueness in the workplace | | | | |
| LC:A2.2 | Understand that both paid and unpaid work are important and satisfying means of personal expression | | | | |
| LC:A2.3 | Understand that the changing nature of work requires adaptability, lifelong learning, and acquiring new skills | | | | |
| LC:A2.4 | Understand how gender, family, and socioeconomic background can influence career choices | | | | |
| LC:A2.5 | Understand the relationship between education, training, and the world of work | | | | |
| LC:A2.6 | Understand how life roles influence career choices | | | | |
| Standard B: Students will explore the world of work. | | | | | |
| Competency B1 Locate and evaluate life/career information | | | | | |
| LC:B1.1 | Know the various ways in which occupations can be classified | | | | |
| LC:B1.2 | Use research and information resources, including the statewide Career Information Delivery System (CIDS), CTE Pathways, labor market information, the Internet, and other sources for career exploration | | | | |
| LC:B1.3 | Develop skills to locate, evaluate, and interpret career information | | | | |
| Competency B2 Understand the relationship between work and society/economy | | | | | |
| LC:B2.1 | Understand the relationship between work, societal needs, and a global economy | | | | |
| LC:B2.2 | Understand the opportunities in traditional and nontraditional career choices | | | | |
| LC:B2.3 | Know about the rights and responsibilities of employers and employees | | | | |
| Competency B3 Experience the world of work | | | | | |
| LC:B3.1 | Develop employability skills such as those identified by the Secretary's Commission of Achieving Necessary Skills (SCANS) document | | | | |

APPENDIX

Utah CCGP Student Outcomes: Developmental Crosswalking Tool

| | | | | | |
|--|--|--|--|--|--|
| LC:B3.2 | Acquire job seeking skills such as writing a resume, completing a job application, and interviewing | | | | |
| LC:B3.3 | Use employability and job readiness skills in internships, mentoring, and job shadowing | | | | |
| LC:B3.4 | Apply job readiness skills to seek employment opportunities | | | | |
| Standard C: Students will use strategies to achieve future life/career goals. | | | | | |
| Competency C1 Learn to make life/career decisions | | | | | |
| LC:C1.1 | Explore life/career options and alternatives | | | | |
| LC:C1.2 | Understand how personal beliefs and attitudes affect career decision-making | | | | |
| LC:C1.3 | Determine the values that impact life/career planning in terms of family, community involvement, work, and leisure | | | | |
| LC:C1.4 | Connect decisions about course selections, next-step planning, and career transitions in terms of future goals | | | | |
| LC:C1.5 | Understand how school success and academic achievement enhance future life/career plans | | | | |
| Competency C2 Learn to make life/career plans | | | | | |
| LC:C2.1 | Develop a written Student Education Plan or Student Education Occupation Plan | | | | |
| LC:C2.2 | Identify post-secondary options consistent with interests, achievement, aptitude, and abilities | | | | |
| LC:C2.3 | Annually assess and modify education plans to support life/career goals | | | | |
| LC:C2.4 | Evaluate academic achievement in terms of life/career plans | | | | |
| Competency C3 Learn to set goals and to achieve life/career plans | | | | | |
| LC:C3.1 | Utilize assessment information | | | | |
| LC:C3.2 | Establish challenging academic goals to support life/career plans | | | | |
| LC:C3.3 | Outline short-term steps to achieve future life/career goals | | | | |

Utah CCGP Student Outcomes: Developmental Crosswalking Tool

| Multicultural/Global Citizen Development | | K-2 | 3-5 | 6-8 | 9-12 |
|---|---|------------|------------|------------|-------------|
| Standard A: Students will develop the ability to evaluate, and to approach life as a contributing citizen in our global community. | | | | | |
| Competency A1 Demonstrate a deep regard for self and others | | | | | |
| MG:A1.1 | Recognize, appreciate and respect individual differences, alternative points of view, ethnicity, culture, race, religion, and lifestyle | | | | |
| MG:A1.2 | Understand and respect our own culture and cultures of others | | | | |
| MG:A1.3 | Recognize that everyone has human rights and responsibilities | | | | |
| MG:A1.4 | Improve the ability to express an opinion on issues while listening to and respecting the views of others | | | | |
| Competency A2 Demonstrate a personal commitment to basic democratic principles | | | | | |
| MG:A2.1 | Develop the ability to be sensitive to and defend human rights | | | | |
| MG:A2.2 | Learn about the relationship among rules, laws, safety, order, and the protection of individual rights | | | | |
| MG:A2.3 | Develop a commitment to the principles of justice, caring, fairness, responsibility, and compassion | | | | |
| Competency A3 Demonstrate a civil and considerate spirit while participating in society | | | | | |
| MG:A3.1 | Expand the ability to collaborate with others in school, community, and global environments | | | | |
| MG:A3.2 | Acquire the ability to resolve conflicts peacefully while cooperating and collaborating in a school and community setting | | | | |
| MG:A3.3 | Analyze and evaluate issues from a local, national, and global perspective | | | | |
| MG:A3.4 | Participate in the community for personal growth and to promote public good | | | | |
| MG:A3.5 | Understand that school success prepares students to be employable and productive community members in a global economy | | | | |
| MG:A3.6 | Comprehend the impact of individual actions on the global economy and worldwide community | | | | |
| MG:A3.7 | Respect and protect the environment with a willingness to make necessary changes to accommodate the changing ecosystem | | | | |

Utah CCGP Student Outcomes: Developmental Crosswalking Tool

| Personal/Social Development | | K-2 | 3-5 | 6-8 | 9-12 |
|---|--|------------|------------|------------|-------------|
| Standard A: Students will develop the skills to understand and appreciate themselves and others. | | | | | |
| Competency A1 Acquire self-knowledge | | | | | |
| PS:A1.1 | Develop positive attitudes toward self | | | | |
| PS:A1.2 | Identify strengths and weaknesses | | | | |
| PS:A1.3 | Identify interests, values, motivations, skills, and abilities | | | | |
| PS:A1.4 | Identify preferred learning style | | | | |
| PS:A1.5 | Identify and express feelings, attitudes, and beliefs | | | | |
| PS:A1.6 | Understand the nature of growth and development | | | | |
| PS:A1.7 | Understand and practice self-control | | | | |
| PS:A1.8 | Identify changing life roles within the family and society | | | | |
| Competency A2 Demonstrate interpersonal skills | | | | | |
| PS:A2.1 | Develop and use effective communication skills including speaking, listening, and nonverbal behavior | | | | |
| PS:A2.2 | Develop healthy relationships that include trust, respect, and caring | | | | |
| PS:A2.3 | Understand the need to belong and be accepted by others | | | | |
| PS:A2.4 | Develop an awareness of the mutual benefits of sharing, cooperation, and compromise | | | | |
| Standard B: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems. | | | | | |
| Competency B1 Demonstrate skills for goal setting | | | | | |
| PS:B1.1 | Identify realistic long-term and short-term goals | | | | |
| PS:B1.2 | Develop the ability to set priorities | | | | |
| PS:B1.3 | Develop an action plan to achieve goals | | | | |
| PS:B1.4 | Identify factors that might interfere with achieving goals | | | | |
| PS:B1.5 | Demonstrate persistent effort in accomplishing goals | | | | |
| Competency B2 Demonstrate skills for decision-making | | | | | |
| PS:B2.1 | Identify the decision to be made | | | | |
| PS:B2.2 | Develop information gathering skills | | | | |
| PS:B2.3 | Identify alternatives | | | | |
| PS:B2.4 | Know how and when to access resources to assist in making decisions | | | | |
| PS:B2.5 | Recognize the effect others have on decisions (e.g., peers, family, the media) | | | | |
| PS:B2.6 | Understand the consequences of decisions and choices | | | | |

Utah CCGP Student Outcomes: Developmental Crosswalking Tool

| | | | | |
|--|---|--|--|--|
| Competency B3 Demonstrate skills for problem-solving | | | | |
| PS:B3.1 | Identify the real problem | | | |
| PS:B3.2 | Explore alternative solutions | | | |
| PS:B3.3 | Identify and use appropriate resources | | | |
| PS:B3.4 | Evaluate consequences of each solution | | | |
| Standard C Students will develop the resiliency skills necessary for safety and survival. | | | | |
| Competency C1 Develop skills for physical self-care | | | | |
| PS:C1.1 | Demonstrate a knowledge of and an ability to protect personal information | | | |
| PS:C1.2 | Differentiate between appropriate and inappropriate physical contact | | | |
| PS:C1.3 | Differentiate between situations requiring peer support and those requiring adult or professional help | | | |
| PS:C1.4 | Understand the importance of lifelong physical fitness, acceptance of physical appearance, and good nutritional choices | | | |
| PS:C1.5 | Understand the dangers and consequences of substance abuse | | | |
| Competency C2 Develop skills for emotional self-care | | | | |
| PS:C2.1 | Recognize personal boundaries, rights, and privacy needs | | | |
| PS:C2.2 | Differentiate between appropriate and inappropriate physical, emotional, and verbal interaction | | | |
| PS:C2.3 | Recognize and generate assertive responses to peer pressure | | | |
| PS:C2.4 | Differentiate between situations requiring peer support and those requiring adult or professional help | | | |
| PS:C2.5 | Develop skills for managing life events; balance personal issues with school success | | | |
| PS:C2.6 | Learn and apply stress management techniques | | | |
| Competency C3 Develop skills for self-advocacy | | | | |
| PS:C3.1 | Demonstrate the skills to get individual needs met | | | |
| PS:C3.2 | Demonstrate the ability to advocate for him/herself | | | |

Notes:

[illegible]



Secondary School Counseling Program Management Tool (Counselor/Principal Agreement)

School Year _____ School _____ Date _____

Counselor _____

STUDENT ACCESS:

Students will access the school counselor by:

- ☐ A. Grade level
- ☐ B. Alpha listing
- ☐ C. Domain
- ☐ D. No caseload (see any counselor)
- ☐ E. By academy/pathway
- ☐ F Other (please specify) _____

SCHOOL COUNSELOR OF THE DAY

Our counseling program:

- ☐ Will implement counselor of the day.
- ☐ Will not implement counselor of the day.

DOMAIN RESPONSIBILITIES

Looking at your site needs/strengths, counselors will be identified as the domain counselors for the following areas:

Academic domain:

Career domain:

Personal/social domain:

Rationale for decision:

PROGRAMMATIC DELIVERY

The school counseling teams will spend approximately the following percentage of time in each component area to ensure the delivery of the school counseling program.

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

APPENDIX

Secondary School Counseling Program Management Tool

SCHOOL COUNSELOR AVAILABILITY

The school counseling department will be open for student/parent/teacher access from _____ to _____

The department will manage the division of hours by _____

The career center will be open from _____ to _____

The department will manage the division of hours by _____

Programs and services presented and available to parents include:

Example: counseling department newsletter, parenting classes, parent information night

Programs and services presented and available to staff include:

Example: department liaison, topical information workshops (child abuse, ADD, etc.)

Community liaisons, programs and services will include:

THE SCHOOL COUNSELORS WILL BE COMPENSATED FOR EXTRA WORK HOURS (BEYOND WORK DAY) BY:

☐ Extra duty pay (fund _____)

☐ Comp time

☐ By principal/counselor negotiation

☐ Flex schedule

☐ Per union regulations

☐ No option for this

MATERIALS AND SUPPLIES

What materials and supplies are necessary for the implementation of the school counseling program?

The following funding resources support the school counseling program:

PROFESSIONAL DEVELOPMENT

The school counseling team will participate in the following professional development:

Secondary School Counseling Program Management Tool**PROFESSIONAL COLLABORATION**

The school counseling department will meet weekly/monthly:

- | | |
|--|--|
| <input type="checkbox"/> As a counseling department team | <input type="checkbox"/> With the administration |
| <input type="checkbox"/> With the school staff (faculty) | <input type="checkbox"/> With subject area departments |
| <input type="checkbox"/> With the advisory council | |

OFFICE ORGANIZATION

Responsibilities for the support services provided the counseling team will be divided among the support services staff:

The school counseling assistant will: _____ The registrar will: _____

The clerk will: _____ The receptionist will: _____

Volunteers will: _____ Others will: _____

How will this agreement be monitored during the school year? _____

Counselor signature and date

Principal signature and date

Secondary School Counseling Program Management Tool

Notes:

[illegible]



Elementary School Counseling Program Management Tool (Counselor/Principal Agreement)

School year _____ School _____ Date _____

Counselor _____

PROGRAMMATIC DELIVERY

The school counselor/counselors will spend approximately the following time in each component area to ensure the delivery of the school counseling program.

| | |
|---|---|
| _____ % of my time delivering guidance curriculum | _____ % of my time with responsive services |
| _____ % of my time with individual student planning | _____ % of my time with system support |

Lessons will be delivered in the academic, career and personal/social domain.

Programs and services presented and available to staff include:

Programs and services presented and available to parents include:

Programs and services presented and available to the community include:

The school counselor will be available to individual students/parents/teachers at the following times:

Counselors will be compensated for hours in addition to the regular work day by:

Materials and supplies:

APPENDIX

Elementary School Counselor Management Tool (Counselor/Principal Agreement)

PROFESSIONAL DEVELOPMENT

The school counselor/counselors will participate in one or more of the following professional development:

- | | |
|---|---|
| <input type="checkbox"/> Monthly district meetings for counselors | <input type="checkbox"/> Yearly state conference |
| <input type="checkbox"/> Yearly national conference | <input type="checkbox"/> Classes and/or workshops |
| <input type="checkbox"/> Other (explain)_____ | |

PROFESSIONAL COLLABORATION

- | | |
|---|---|
| <input type="checkbox"/> Weekly meeting with the administration | <input type="checkbox"/> Monthly presentation to the faculty |
| <input type="checkbox"/> Monthly meeting with grade level teams | <input type="checkbox"/> Twice a year meeting with advisory council |
| <input type="checkbox"/> Other _____ | |

Counselor signature & date

Principal signature & date

Guidance Activities Action Plan (Large Group)*



School: _____ District: _____

Target Group: (whole school, entire class, grade level)

Target Group selection is based upon the following data/information/school improvement goals:

| Guidance Lesson Content | Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning | Curriculum and Materials | Projected Start Date/ Projected End Date | Projected Number of Students Impacted | Lesson Will Be Presented in Which Class or Subject? | Evaluation Methods How will the results be measured? (e.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.) |
|-------------------------|---|--------------------------|---|---------------------------------------|---|---|
| | | | | | | |

Principal's Signature _____ Date _____ Date of Staff Presentation _____ Prepared By _____

*Adapted from the ASCA National Model: A Framework for School Counseling Programs



Guidance Activities Results Report (Large Group)*

School: _____ District: _____

| Counselor | Target Group | Curriculum and Materials | Start Date/ End Date | Process Data Number of Students Affected | Perception Data Pre and post test competency attainment or student achievement data | Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data | Implications What does the data tell you? What can the student do with this now? |
|-----------|--------------|--------------------------|-------------------------|---|--|--|---|
| | | | | | | | |

Principal's Signature _____ Date _____ Date of Staff Presentation _____ Prepared By _____

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

Closing the Gap Action Plan (Small Group)*



School: _____ District: _____

Target Group: (whole school, entire class, grade level)

Target Group selection is based upon the following data/information/school improvement goals:

| Intended Student Behavior | Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? (e.g. "From sample classrooms of tenth graders. . .") | Start Date/End Date | Projected Number of Students Impacted |
|---------------------------|---|---|------------------------------------|---|---------------------|---------------------------------------|
| | | | | | | |

Principal's Signature _____ Date _____ Date of Staff Presentation _____ Prepared By _____

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

Closing the Gap Results Report (Small Group)*



School: _____ District: _____

Target Group selection is based upon the following data/information/school improvement goals:

| Counselor | Target Group | Curriculum and Materials | Start Date/ End Date | Process Data Number of Students Affected | Perception Data (Pre and post test competency attainment or student achievement data) | Results Data (Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data) | Implications (What does the data tell you? What can the student do with this now?) |
|-----------|--------------|--------------------------|-------------------------|---|--|--|---|
| | | | | | | | |

Principal's Signature _____

Date _____ Date of Staff Presentation _____

Prepared By _____

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

051507



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: School name

Target Group: (whole school, entire class, grade level)

Target Group selection is based upon: (the following data/information/school improvement goals)

ABSTRACT

This section is to allow the reader to quickly see what the project is all about. This should be one short paragraph summarizing the rest of the paper. You should include the purpose, participants, method, and results – both expected and actual.

PROJECT DESCRIPTION

This is the who, what, where, when, why, and how section.

Introduction (Why)

- Identify the Utah CCGP Student Outcome or desired result for student learning.

Participants (Who)

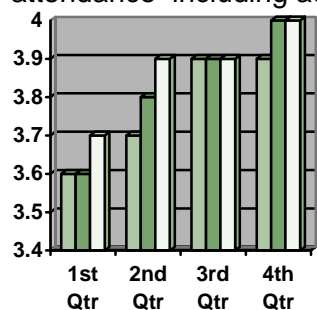
- Number of students participating/affected
- Target group

Method (What, When and Where and How)

- Guidance lesson content
- Curriculum and materials
- Project start and end dates
- Class or subject in which the lesson will be presented
- Evaluation methods – How will the results be measured? (E.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
- Counselor(s)
- Curriculum and materials used

RESULTS

What are the results of the project (i.e., skills/competency data, changes in behavior, grades, attendance—including achievement data)?



You can insert graphs by selecting “Insert/picture/chart.” From there, you can input whatever data you would like. You can add text around the graph by right-clicking on the graph, then the selecting the “Show picture” toolbar. In the toolbar that pops up, click on the icon that looks like a dog with lines through it, then select “Tight.”

DISCUSSION

This section is the place to talk about implications. What does the data tell you? What can the students do with this now? It is also the place to talk about anecdotal information, successes, improvements, and future directions.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007. Used with permission.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: School name

Target Group: (class, focus group, or individuals)

Target Group selection is based upon: (the following data/information/school improvement goals)

ABSTRACT

This section is to allow the reader to quickly see what the project is all about. This should be one short paragraph summarizing the rest of the paper. You should include the purpose, participants, method, and results – both expected and actual.

PROJECT DESCRIPTION

This is the who, what, where, when, why, and how section.

Introduction (Why)

- Identify the Utah CCGP Student Outcome or desired result for student learning.
- Intended Student Behavior

Participants (Who)

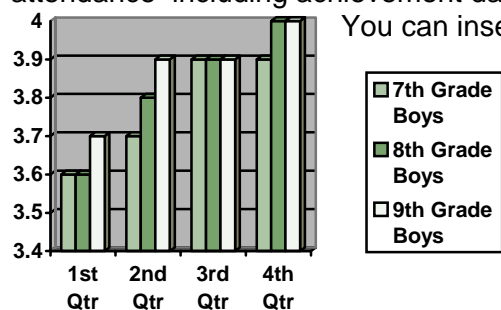
- Number of students participating/affected
- Target group

Method (What, When and Where and How)

- Guidance activity(ies) or intervention(s)
- Resources/staff development needed
- Project start and end dates
- Evaluation methods – How will the results be measured? (E.g., pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
- Counselor(s)
- Curriculum and materials used

RESULTS

What are the results of the project (i.e., skills/competency data, changes in behavior, grades, attendance—including achievement data)?



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Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007. Used with permission.

Utah Comprehensive Counseling and Guidance Program

Procedures for Program Approval

Addendum for Charter Schools, Other New Schools

In the past the USOE provided procedures for districts that desired to qualify secondary schools to meet the Comprehensive Guidance Program (CCGP) Standards. The CCGP Statewide Advisory and Steering Committee provides the following procedures for charter schools and new schools to meet Comprehensive Guidance Program standards and qualify for CCGP funding.

Year 1: A School submits a letter of intent to meet Comprehensive Counseling and Guidance Program Standards and qualify for CCGP funds. The letter addresses all of the following:

- A. A conceptual framework for the implementation of a Comprehensive Guidance Program has been developed which includes a mission statement, rationale, benefits and assumptions.
- B. The District Board of Education or the governing body of a charter school has formally approved the implementation of a Comprehensive Counseling and Guidance Program.
- C. The education, experience and training of professional school counselors and administrators supports planning designing, implementing and evaluating a Comprehensive Counseling and Guidance Program, e.g., counselors and administrators are licensed and have participated in CCGP Basic Training and CTE Summer Conference/Comprehensive Guidance Training.
- D. A time line for planning and designing a Comprehensive Counseling and Guidance Program has been developed.
- E. Required funding beyond that which is available through Comprehensive Counseling and Guidance Program approval has been identified and allocated.
- F. Responsibility for maintaining program standards during the three year review cycle has been planned for, including development of a five-year CCGP plan for charter schools.

APPENDIX

Utah Comprehensive Counseling and Guidance Program Procedures for Program Approval

Year 2: The Comprehensive Counseling and Guidance Program is implemented for one full school year with students.

A. The Comprehensive Counseling and Guidance Program is evaluated through the CCGP Performance Review by an out of district team, or, in the case of charter schools, by a team from the resident district and meets the standards as described for program approval.

Year 3: The Comprehensive Counseling and Guidance Program qualifies for and receives CCGP funds.

A. A variation may be granted for the following:

1. Schools with existing Northwest Accreditation and CCGP approval who are splitting to accommodate growth or school configuration policies from the local district. In this instance, new schools may qualify for funding during the first year of operation if they have submitted the information required for Year 1, criteria A - F.

Ethical Standards for School Counselors

(Used with permission from American School Counselor Association)

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators, and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- ◆ Each person has the right to be respected, be treated with dignity, and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- ◆ Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities, and students with non-dominant language background.
- ◆ Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- ◆ Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in

Ethical Standards for School Counselors

common by school counseling professionals. The purposes of this document are to:

- ◆ Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional association.
- ◆ Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession.
- ◆ Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A. Responsibilities to Students

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations, and policies relating to students, and strives to protect and inform students regarding their rights.

disclosure notice includes the limits of confidentiality such as the possible necessity for consulting, with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.

- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques, and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. A

Ethical Standards for School Counselors

- Student identifies partner or the partner is highly identifiable.
 - Counselor recommends the student notify partner and refrain from further high-risk behavior.
 - Student refuses.
 - Counselor informs the student of the intent to notify the partner.
 - Counselor seeks legal consultation as to the legalities of informing the partner.
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of students' records and release of personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.
- g. Recognizes his/her primary obligation for confidentiality is to the student, but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.
- a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
- b. Advocates for counseling plans supporting students' right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

- a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.
- b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship.

A.5. Appropriate Referrals

The professional school counselor:

- a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with

A.3. Counseling Plans

The professional school counselor:

Ethical Standards for School Counselors

minimal interruption of services.
Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate, and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

- b. Will attempt to minimize threat to a student and may choose to (1) inform the student of actions to be taken, (2) involve the student in a three-way communication with parents/guardians when breaching confidentiality, or (3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures, and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records, in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and, in the absence of privileged communication, may be subpoenaed and may become educational records when they (1) are shared with others in verbal or written form, (2) include information other than professional opinion or personal observations, and/or (3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole-possession records when the student transitions to the next level, transfers to another school, or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court

Ethical Standards for School Counselors

of law, such as notes on child abuse, suicide, sexual harassment, or violence.

A.9. Evaluation, Assessment, and Interpretation

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures, and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring, and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results, and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career, and personal/social development through accountability measures, especially examining efforts to close achievement, opportunity, and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use, and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including, although not limited to, fax, electronic mail, and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing, and the Internet takes responsible steps to protect students and others from harm.

Ethical Standards for School Counselors

A.11. Student Peer Support Program

The professional school counselor has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines, and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parent/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role, with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive, and relevant information in an objective, and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with the faculty, staff, and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views, and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations, and other resources to whom the student may be referred.

C.2. Sharing Information With Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
- b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the student.
- c. Will, if a student is receiving services from another counselor or other mental health professional, and with student and/or parent/guardian consent, inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interests.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially

disruptive or damaging to the school's mission, personnel, and property while honoring the confidentiality between the student and counselor.

- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting

Ethical Standards for School Counselors

the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- g. Assists in developing (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs, and (3) a systematic evaluation process for comprehensive, developmental, standards-based

school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

- a. Collaborates with agencies, organizations, and individuals in the community in the best interests of students and without regard to personal reward or remuneration.
- b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c. Strives, through personal initiative, to maintain professional competence, including technological literacy, and to

keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

- a. Affirms the diversity of students, staff members, and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases, and strives to attain cultural competence.

Ethical Standards for School Counselors

- | | |
|---|---|
| <ul style="list-style-type: none"> c. Possesses knowledge and understanding about how oppression, racism, discrimination, and stereotyping affects her/him personally and professionally. d. Acquires educational, consultation, and training experiences to improve awareness, knowledge, skills and | <p>effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, and appearance.</p> |
|---|---|

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession; other official policy statements, such as ASCA's position statements, role statement, and the ASCA National Model; and relevant statutes established by federal, state, and local governments; and, when these are in conflict, works responsibly for change.

- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his/her professional position to recruit or gain clients or consultees for his/her private practice, or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships, or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state, and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas, and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint in order to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association, and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - State school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
 - Educating and consulting with the membership regarding ethical standards.
 - Periodically reviewing and recommending changes in the code.

- Receiving and processing questions to clarify the application of such standards; questions must be submitted in writing to the ASCA Ethics chair.
- Handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

Glossary

(Used with permission from American School Counselor Association)

Academic achievement: Attainment of educational goals, as determined by data such as standardized achievement test scores, grades on tests, report card, grade point averages, and state and local assessments of academic progress.

Accountability: Responsibility for one's actions, particularly for objectives, procedures, and results of one's work and program; involves an explanation of what has been done. Responsibility for counselor performance, program implementation, and results.

Action plan: How the counselor, or others, intend to achieve the desired result or competency; items in an action plan include domain, standard and competency, actual activity and curriculum, time of completion of activity, data used, means of evaluation, and the expected result for the student(s).

Advisory council: An advisory council is a representation of all elements of the school and community appointed to audit the school counseling program goals and to make recommendations to the department, the administration, and the school board regarding program priorities.

Advocacy: Actively supporting causes, ideas, or policies that promote and assist student academic, career, and personal/social needs. One form of advocacy is the process of actively identifying underrepresented students and supporting them in their efforts to perform at

their highest level of academic achievement.

Appraisal: Evaluation instrument containing competencies, indicators, and descriptors.

Articulation: A process for coordinating the linking of two or more educational systems within a community.

Assessment: A tool used to measure criteria; includes competencies, indicators, and descriptors.

Career development: The necessary skills and attitudes for successful transition from school to work or post-secondary training or education.

Closing the gap: Refers to the difference in achievement levels generally between privileged students and students of color or low socioeconomic status.

Collaboration: A partnership where two or more individual or organizations actively work together on a project or problem.

Competencies: Statements that define the specific knowledge, attitudes, and skills students should obtain.

Comprehensive school counseling program: An integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and personal/social development that

Glossary

promote academic achievement and meet developmental needs.

Consultation: A process of sharing information and ideas.

Cooperation: Working in conjunction with others in a supportive way.

Counseling: A special type of helping process implemented by a professionally trained and certified person, involving a variety of techniques and strategies that help students explore academic, career, and personal/social issues impeding healthy development or academic progress.

Credentialed: State-certified; may include licensure. Counselors have state certification specific to the state in which they are working. Some states have reciprocity for counseling certification. Some states have licensure as well.

Crosswalk (ASCA National Standards): A matrix used in standards and curriculum alignment. The matrix lists all standards, competencies, and indicators; it makes the alignment visible by showing specifically where each competency is taught developmentally by grade or within a guidance lesson.

Data-driven: Decisions concerning future action that are based on information, survey reports, assessments, statistics, or other forms of data.

Delivery system: The means around which the counseling program is organized and delivered; includes four components: guidance curriculum, individual student planning, responsive services, and system support.

Developmental counseling program: School counseling curriculum based on the developmental age of the student and

conducted on a regular and planned basis to assist students in achieving specified competencies.

Disaggregated data: Data separated into component parts by specific variables such as ethnicity, gender, and socioeconomic status.

Domains: Broad areas of knowledge base (academic, career, and personal/social) that promote and enhance the learning process.

Evaluation: A process used by an individual or group to determine progress or quality; evaluation is a key element in any improvement process.

Foundation: Includes the beliefs, philosophies, mission, domains, and ASCA National Standards and competencies.

Goals: The extension of the mission statement; they provide the desired student results to be achieved by the time the student leaves the school system.

Guidance curriculum: The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies, and is presented systematically through classroom and group activities K-12.

Inappropriate school counseling activities: Any activity or duty not related to the development, implementation, or evaluation of the counseling program.

Indicator: Measurable evidence that individuals have abilities, knowledge, or skills for a specific competency.

Individual student planning: The individual planning component consists of school counselors coordinating ongoing systemic activities designed to assist the

individual student in establishing personal goals and developing future plans.

Leadership: Capacity or ability to guide others; counselors use their leadership skills in their department and in their advocacy role.

Management agreement: A statement of responsibility negotiated between the principal and counselor that includes office organization, how a program is carried out, and accountability criteria and specific results.

Management system: The management system addresses the allocation of resources to best address the goals and needs of the program. Individual staff responsibilities, accountability, and the cooperation among resource persons responsible for program results are outlined.

Master calendar: A master calendar of guidance events is maintained by the school counseling staff and is distributed to teachers, students, and parents on a regular basis. Planning, visibility, and credibility are enhanced by effective use of a master calendar.

Mission statement: A statement which outlines the purpose or vision of the school counseling program. It is the long-range desired outcome for students. This statement must be compatible with the stated purpose or mission of the school system within which the program operates.

Perception data: These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held, or competencies achieved.

Performance appraisal: Assessment of agreed-upon goals, contributions to the school counseling program, and personal and professional characteristics. Specifies

contract status recommendations and indicates summative evaluation of school counselor effectiveness.

Performance evaluation: Auditing the level of guidance and counseling program implementation and status.

Personal/social development: Maximizing each student's individual growth and social maturity in the areas of personal management and social interaction.

Philosophy: A set of principles guiding the development, implementation, and evaluation of the program.

Process data: Method of evaluation using figures such as numbers of students served, groups, and classroom visits to show the activities rather than the results from the activities.

Professional school counselor: State-certified school counselor (may be credentialed or licensed, depending on the state). Most school counselors have a master's degree in school counseling.

Professionalism: Counselors' responsibility adhere to ethical, legal, and professional standards developed by state and national school counseling organizations.

Program: A coherent sequence of instruction based upon a validated set of competencies.

Program audit: Assessment of the school counseling program on the components of the ASCA National Model [or the Utah CCGP Performance Review]; the primary purpose for collecting information is to guide future action within the program and improve future results for students.

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Program management: Activities that develop, monitor, and evaluate the implementation of the comprehensive school counseling program.

Responsive services: Activities that meet students', parents', and teachers' immediate need for referral, consultation, or information.

Results: Demonstration of learning performance or behavioral change after guidance and counseling program participation.

Results data: Outcome data; how students are measurably different as a result of the program.

Results report: Written presentation of the outcomes of counseling program activities; contains process, perception, and outcome data.

Standards: The ASCA National Model addresses four types of standards. They are content standards, program standards, performance standards, and ethical standards. Standards are statements of what should be done in each area.

Student success: A broad term for student achievement.

System support: The professional development, consultation, collaboration and teaming, and program management, and operation activities that establish, maintain, and enhance the total school counseling program.

Systemic change: Change affecting the entire system; transformational change; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

Use of data: An essential element to ensure that all students receive the benefits of a school counseling program. School counselors know how to evaluate data from their school site.

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APPENDIX

References

Notes:

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State and District Models

(Used with permission from American School Counselor Association)

During the 2001 ASCA Leadership Development Institute, state presidents and presidents-elect were asked to send any district or state handbooks to the ASCA office to review. Thank you to the following states and districts, which graciously provided materials for the authors to review. When a project of this magnitude is undertaken, it is common to discover many similarities in state and district programs. As many states are sharing materials, counselors across the country are moving closer to providing a similar school counseling program for all students. As we move forward with the vision of developing a unified framework for school counseling programs nationally, many models may contain similar information. However, it is hoped that states and districts will maintain some individuality when adapting the ASCA model.

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(Used with permission from American School Counselor Association)

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APPENDIX

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Recognized ASCA Model Program (RAMP)

(Used with permission from American School Counselor Association)

Drive your school counseling program to the next level. Show your administrators, school board and the community at large that you're committed to delivering a comprehensive, data-driven school counseling program. Apply for the Recognized ASCA Model Program (RAMP) designation from the American School Counselor Association.

Based on *The ASCA National Model: A Framework for School Counseling Programs*, the RAMP designation:

- Gives you confidence that your program aligns with a nationally accepted and recognized model.
- Helps you evaluate your program and identify areas for improvement.
- Increase your skills and knowledge of school counseling.
- Enhances our program's efforts toward academic achievement and student success.
- Identifies your school as an exemplary educational environment.

RAMP applications are reviewed three times a year. Submission deadlines are January 1, March 1, and October 1. To apply, complete the following application. For more information about the many benefits of achieving RAMP status, visit <http://www.schoolcounselor.org> and click on "National Model and RAMP."

Recognized ASCA Model Program (RAMP)

Recognized ASCA Model Program Application

Congratulations on your decision to “RAMP up” your school counseling program. The following instructions will guide you through the RAMP application process.

Also included in this packet are:

- The scoring rubric, to help you see what the reviewers will be looking for when evaluating your application.
- The program audit from the ASCA National Model, to help you evaluate and reflect upon your program’s strengths and areas for growth. **You do not have to fill this out as part of the application.** It’s for your information only.

Please use each component page as a cover page, placing your answers and documentation immediately behind the cover page. Once you’ve completed all 12 sections, put it in a binder, include a copy of the demographic and payment information forms along with your application fee of \$150 (\$300 for a school without an ASCA member), and send to: ASCA RAMP Application, 1101 King St., Suite 625, Alexandria, VA 22314.

Application deadlines are three times a year: October 1, January 1 and March 1. RAMP status will be awarded to schools with average scores of 42 or higher, provided none of the sections receive an average score of “minimal” (2) or “unsatisfactory” (1). Scoring criteria are included on each component page.

By submitting your application, you are giving ASCA permission to share and reproduce your materials with appropriate citation given to your school. All documentation must be from the current academic year or last year. Documentation more than a year old will not be accepted.

Application Components Checklist (be sure to include each of the following):

- ☐ Applicant/Payment Page
- ☐ School Demographic Information
- ☐ Statement of Philosophy
- ☐ Mission Statement
- ☐ Competencies and Indicators
- ☐ School Counseling Program Goals
- ☐ Management Agreement
- ☐ Advisory Council
- ☐ Calendar
- ☐ Classroom Curriculum
- ☐ Small-Group Curriculum
- ☐ Guidance Curriculum Results Report
- ☐ Closing the Gap Results Report
- ☐ Program Evaluation Reflection
- ☐ Payment

You must submit FOUR complete applications in four separate three-ring binders. Applications will not be considered otherwise.

Recognized ASCA Model Program (RAMP)

Primary Applicant Information

Contact Name _____

Title _____

School _____

Address _____

City _____ State _____ Zip code _____

Phone _____ Fax _____ E-mail _____

Payment Information

_____ Application fee, \$150 per application (\$300 for school without an ASCA member)

_____ Purchase order handling charge, \$10

_____ Total

☐ Check☐ Purchase Order☐ Credit Card☐ American Express☐ VISA☐ MasterCard

Credit Card No. _____ Exp. Date _____

Signature _____

(continued on back)

APPENDIX

Recognized ASCA Model Program (RAMP)

School Demographic Information

School district name _____ Grade levels served at school _____

Number of students at school _____ Number of students in district _____

Number of staff at school _____ Number of school counselors at school _____

Average number of students served by each counselor _____

School setting is:

☐ Urban

☐ Rural

☐ Suburban

Number of students identified as special education students _____

How many students receive free lunch _____ reduced lunch _____

Percentage of students who are:

_____ Black

_____ Asian

_____ Native American

_____ White

_____ Hispanic

_____ Other

Names of other counselors at school

What are the top three issues with which your school is currently dealing?

Recognized ASCA Model Program (RAMP)

A. FOUNDATION**1. *Statement of Philosophy***

Attach a copy of your school counseling program philosophy statement, which should reflect the needs of the school's constituents. If the philosophy statement is adapted from another source, please give the proper credit. Include signatures from the following stakeholders to verify the statement was presented and accepted: school principal, all school counselors at the school, advisory council representative, and school board representative. See the next page for an example.

Statement of Philosophy Scoring Rubric

| 4 | 3 | 2 | 1 |
|---|---|--|--|
| Exemplary statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors, the advisory council and school board. | Adequate statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is adequate evidence that the statement of philosophy is school-specific and has been presented to and accepted by the school's administration, counselors, the advisory council and school board. | Partial statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and/or includes ethical guidelines and standards. There is some evidence the statement of philosophy is school-specific and has been presented to and accepted by either the school's administration or counselors or advisory council. | Weak or no statement of philosophy for the school's counseling program. Weak correlation between the school's needs and the philosophy statement. There is no documentation that the philosophy statement has been presented to and accepted by the school's administration, counselors or advisory council. |

Recognized ASCA Model Program (RAMP)

Sample Philosophical Statement

The counselors in XYZ school believe:

- *All students have dignity and worth.*
- *All students have the right to participate in the school counseling program.*
- *All students' ethnic, cultural, racial, sexual differences and special needs are considered in planning and implementing the school counseling program.*
- *All students K-12 shall have access to a full-time, state-certified, master's degree-level school counselor to deliver the counseling program.*

And that the XYZ comprehensive school counseling program should:

- *Be based on specified goals and developmental student competencies for all students K-12.*
- *Be planned and coordinated by school counseling teams in coordination with other school, parent or guardian and community representatives.*
- *Utilize the many combined resources of the community to deliver programs.*
- *Use data to drive program development and evaluation.*
- *Be evaluated by a counseling supervisor on specified goals and agreed-upon student competencies.*
- *Actively involve counseling team members to monitor students' results.*

And that all counselors in the XYZ school:

- *Abide by the professional school counseling ethics as advocated by the American School Counselor Association.*
- *Participate in professional development activities essential to maintain a quality school counseling program.*

Accepted by:

Principal: _____

School Counselor: _____

School Counselor: _____

School Counselor: _____

Advisory Counselor: _____

Advisory Counselor: _____

Advisory Counselor: _____

School board representative: _____

Adapted from John Smith Elementary School's School Counseling Philosophy Statement

Recognized ASCA Model Program (RAMP)

2. Mission Statement

Attach copies of your school counseling mission statement and the school's mission statement. The school counseling mission statement must be tied to the school's mission statement and must be presented to and accepted by the administration, counselors, advisory council and school board. See the example on the next page.

Mission Statement Scoring Rubric

| 4 | 3 | 2 | 1 |
|---|---|--|--|
| Strong mission statement clearly reflecting the school's needs, linking with the vision and purpose of the school's mission statement and reflecting students' growth and developmental needs in the areas of academic, career and personal/social development. There is ample evidence that the mission statement has been presented to and accepted by the school's administration, counselors and school board. Indicates the general content of the program and defines the school counselor's role in helping the school manifest its mission. | Satisfactory mission statement that reflects the school's needs and reasonably linking to the vision and purpose of the school's mission statement and reflecting students' growth and developmental needs in the areas of academic, career and personal/social development. There is evidence that the statement has been presented to and accepted by the school's administration, counselors, advisory council and the school board. | Weak mission statement that attempts to reflect the school's needs and tries to link to the vision and purpose of the school's mission statement. May or may not reflect students' growth and developmental needs in the areas of academic, career and personal/social development. There is some indication the mission statement has been presented to and accepted by the school's administration, counselors, advisory council and school board. | Minimal or no mission statement or a mission statement that doesn't reflect the school's needs or link to the vision and purpose of the school's mission statement. Doesn't reflect students' growth and developmental needs in the areas of academic, career and personal/social development. There is no documentation that the mission statement has been presented to and accepted by the schools' administration, counselors, advisory council or school board. |

Recognized ASCA Model Program (RAMP)

Sample Mission Statements**XYZ School**

The mission of XYZ School is to prepare all students academically and socially to contribute at the highest levels as productive members of society, through a partnership of empowered students, educators, parents or guardians and the community responsible for the learning process.

School Counseling Program Mission Statement

The mission of XYZ School's school counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement and provide directed assistance to those students deemed "at-risk" and performing below grade level. In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in XYZ School have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

Accepted by (original signatures only):

Principal: _____

School counselor: _____

School counselor: _____

School counselor: _____

Advisory council: _____

Advisory council: _____

Advisory council: _____

Recognized ASCA Model Program (RAMP)

3. Competencies and Indicators

Use the template on the following page to show the competencies and indicators the school counseling program is currently focusing on, or create one of your own. Provide some explanation as to how these competencies and indicators were chosen.

Competencies and Indicators Scoring Rubric

| 4 | 3 | 2 | 1 |
|---|--|--|--|
| Developmentally appropriate and measurable competencies and/or indicators are identified for each applicable grade level and directly link to the counseling program's mission and the school's needs. Each competency and/or indicator appropriately relates to its ASCA standard. All ASCA standards are adequately covered across grade levels. Thorough explanation of how these competencies and indicators were chosen is provided. There is evidence the standards and competencies have been presented to and accepted by the school's administration, counselors and advisory council. | Developmentally appropriate competencies and/or indicators are identified for each applicable grade level and link to the counseling program's mission and the school's needs. Each competency and/or indicator appropriately relates to its ASCA standard. All ASCA standards are adequately covered across grade levels. Explanation of how these competencies and indicators were chosen is provided. There is indication the standards and competencies have been presented to and accepted by the school's administration, counselors and advisory council. | Some competencies and/or indicators are identified for each applicable grade level but do not clearly link to the counseling program's mission or the school's needs. Inadequate explanation of how these competencies and indicators were chosen is provided. There is some indication that the standards and competencies have been presented to and accepted by the school's administration, counselors and advisory council. | Few or no competencies and/or indicators are identified, and those identified do not clearly link to the counseling program's mission or don't reflect the school's needs. Weak or no explanation is provided of how these competencies and indicators were chosen. There is little or no evidence the standards and competencies have been presented to and accepted by the school's administration, counselors and advisory council. |

Recognized ASCA Model Program (RAMP)

Complete this form by entering the competencies and/or indicators that your school counseling program is currently focusing on and has approved under each ASCA National Standard.

[illegible]

THE UTAH MODEL FOR COMPREHENSIVE COUNSELING AND GUIDANCE 189

APPENDIX

Recognized ASCA Model Program (RAMP)

[illegible]

Recognized ASCA Model Program (RAMP)

Principal: _____

School counselor: _____ School counselor: _____

School counselor: _____ Advisory council: _____

Advisory council: _____ Advisory council: _____

School board representative: _____

Recognized ASCA Model Program (RAMP)

4. School Counseling Program Goals

Attach copies of your school counseling program goals for the current or previous academic year (use the goals that guided the results report). Must include documentation, information and any data you used to arrive at these goals.

School Counseling Program Goals Scoring Rubric

| 4 | 3 | 2 | 1 |
|---|--|--|---|
| Exemplary school counseling program goals reflecting prioritized ASCA National Standards and the school's goals. There is ample evidence showing how the goals were selected and that they are based upon school data and reflect the domains of the ASCA National Standards. There is evidence that the goals have been presented to and accepted by the school's administration, counselors and the advisory council. | Strong school counseling program goals reflecting prioritized ASCA National Standards and the school's goals. There is evidence showing how the goals were selected and that they have been presented to and accepted by the school's administration, counselors and the advisory council. | Weak school counseling program goals that somewhat reflect the domain of the ASCA National Standards and the school's goals. There is some evidence showing how the goals were selected and that they have been presented to and accepted by the school's administration, counselors and the advisory council. | Inadequate or inappropriate school counseling program goals that don't reflect the domains of the ASCA National Standards and the school's goals. There is little or no evidence showing how the goals were selected and that they have been presented to and accepted by the school's administration, counselors and the advisory council. |

Example: School Counseling Program Goals

- A. By the end of the school year, sixth-grade student attendance will improve by 10 percent.
- B. By the end of the school year, the number of office referrals for bullying will decrease by 25 percent over last year.
- C. School counselors will spend 60 percent of their time in direct service to students.

Principal: _____

School counselor: _____

School counselor: _____

Advisory council: _____

Advisory council: _____

Recognized ASCA Model Program (RAMP)

B. MANAGEMENT**5. Management Agreement**

Attach a copy of the management agreement for each counselor in the school. The management agreement must include the percentage of time allocated for each delivery area and must closely align with the suggested use of time. You can use one of the sample agreements provided, or you can use one of your own.

Management Agreement Scoring Rubric

| 4 | 3 | 2 | 1 |
|---|--|--|---|
| Comprehensive and thorough management agreement for each counselor at the school is included. The percentage of time spent in each delivery area reflects the school counseling program goals and reflects the ideal/suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals. | A management agreement for each counselor at the school is included, showing the percentage of time spent in each delivery area. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals. | A weak management agreement for each counselor at the school is evident; the percentage of time spent in each delivery area may not reflect the school counseling program's goals or the ideal use of time. Each agreement may be signed by the school counselor and the school's principal. | No management agreement or weak or incomplete one for counselors at the school is evident. The plan doesn't reflect the school counseling program's goals and the percentage of time listed isn't appropriate. The agreement wasn't signed by the proper parties. |

Sample Distribution of Total School Counselor Time

| Delivery System Component | Elementary School % of Time | Middle School % of Time | High School % of Time |
|----------------------------------|------------------------------------|--------------------------------|------------------------------|
| Guidance Curriculum | 35-45% | 25-35% | 15-25% |
| Individual Student Planning | 5-10% | 15-25% | 25-35% |
| Responsive Services | 30-40% | 30-40% | 25-35% |
| System Support | 10-15% | 10-15% | 15-20% |

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (200). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

APPENDIX

Recognized ASCA Model Program (RAMP)

Example: Elementary School Counselor Management Agreement

School Year _____ School _____ Date _____

Counselor _____

PROGRAMMATIC DELIVERY

The school counselor/counselors will spend approximately the following time in each component area to ensure the delivery of the school counseling program.

_____ % of time delivering guidance curriculum
_____ % of time with individual student planning
_____ % of time with responsive services
_____ % of time with system support

Lessons will be delivered in the academic, career and personal/social domain.

Programs and services presented and available to staff include:

Programs and services presented and available to parents include:

Programs and services presented and available to the community include:

The school counselor will be available to individual students/parents/teachers at the following times:

PROFESSIONAL DEVELOPMENT

The school counselor/counselors will participate in one or more of the following professional development:

- | | |
|--|---|
| <input type="checkbox"/> Once a month district meetings for counselors | <input type="checkbox"/> Yearly state conference |
| <input type="checkbox"/> Yearly national conference | <input type="checkbox"/> Classes and/or workshops |
| <input type="checkbox"/> Other: Explain _____ | |

PROFESSIONAL COLLABORATION

- ☐ Once a week meeting with the administration
☐ Once a month present something to the faculty
☐ Once a month meeting with grade level teams
☐ Twice a year meeting with advisory council
☐ Other: Explain _____

How will this agreement be monitored during the school year?

Counselor signature and date

Principal signature and date



Secondary School Counseling Program Management Tool (Counselor/Principal Agreement)

School Year _____ School _____ Date _____
Counselor _____

STUDENT ACCESS:

Students will access the school counselor by:

- ☐ A. Grade level
- ☐ B. Alpha listing
- ☐ C. Domain
- ☐ D. No caseload (see any counselor)
- ☐ E. By academy/pathway
- ☐ F Other (please specify) _____

SCHOOL COUNSELOR OF THE DAY

Our counseling program:

- ☐ Will implement counselor of the day.
- ☐ Will not implement counselor of the day.

DOMAIN RESPONSIBILITIES

Looking at your site needs/strengths, counselors will be identified as the domain counselors for the following areas:

Academic domain:

Career domain:

Personal/social domain:

Rationale for decision:

PROGRAMMATIC DELIVERY

The school counseling teams will spend approximately the following percentage of time in each component area to ensure the delivery of the school counseling program.

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

APPENDIX

Recognized ASCA Model Program (RAMP)



Secondary School Counseling Program Management Agreement

SCHOOL COUNSELOR AVAILABILITY

The school counseling department will be open for student/parent/teacher access from _____ to _____

The department will manage the division of hours by _____

The career center will be open from _____ to _____

The department will manage the division of hours by _____

Programs and services presented and available to parents include:

Example: counseling department newsletter, parenting classes, parent information night

Programs and services presented and available to staff include:

Example: department liaison, topical information workshops (child abuse, ADD, etc.)

Community liaisons, programs and services will include:

THE SCHOOL COUNSELORS WILL BE COMPENSATED FOR EXTRA WORK HOURS (BEYOND WORK DAY) BY:

- | | | |
|--|--|---|
| <input type="checkbox"/> Extra duty pay (fund _____) | <input type="checkbox"/> Comp time | <input type="checkbox"/> By principal/counselor negotiation |
| <input type="checkbox"/> Flex schedule | <input type="checkbox"/> Per union regulations | <input type="checkbox"/> No option for this |

MATERIALS AND SUPPLIES

What materials and supplies are necessary for the implementation of the school counseling program?

The following funding resources support the school counseling program:

PROFESSIONAL DEVELOPMENT

The school counseling team will participate in the following professional development:

 Recognized ASCA Model Program (RAMP)


Secondary School Counseling Program Management Agreement

PROFESSIONAL COLLABORATION

The school counseling department will meet weekly/monthly:

- | | |
|--|--|
| <input type="checkbox"/> As a counseling department team | <input type="checkbox"/> With the administration |
| <input type="checkbox"/> With the school staff (faculty) | <input type="checkbox"/> With subject area departments |
| <input type="checkbox"/> With the advisory council | |

OFFICE ORGANIZATION

Responsibilities for the support services provided the counseling team will be divided among the support services staff:

The school counseling assistant will: _____ The registrar will: _____

The clerk will: _____ The receptionist will: _____

Volunteers will: _____ Others will: _____

How will this agreement be monitored during the school year? _____

Counselor signature and date

Principal signature and date

Recognized ASCA Model Program (RAMP)

6. Advisory Council

Attach a list of all your school counseling program advisory council members, along with their stakeholder positions (i.e., are they parent, faculty, community member, etc.). Also attach the agendas and minutes from two advisory council meetings. Provide documentation on how feedback from the committee guides the school counseling program.

Advisory Council Scoring Rubric

| | | | |
|---|---|--|--|
| 4 A strong advisory council exists, with representatives from core stakeholder groups and clear evidence/documentation that the committee helps guide the school counseling program. Agendas and minutes from two meetings that reflect work related to the school counseling program mission and goals are included. | 3 A good advisory council exists, with representatives from core stakeholder groups and evidence that the committee helps guide the school counseling program. Agendas and minutes from two meetings that reflect the work of the council are included. | 2 An advisory council with representatives from some core stakeholder groups exists. There is inadequate evidence that the committee guides the school counseling program. Agendas and minutes from two meetings are included. | 1 No advisory council exists, or there is poor evidence that the advisory council has any impact on the school counseling program. |
|---|---|--|--|

Recognized ASCA Model Program (RAMP)

7. Calendar

Attach a copy of your school counseling master calendar for the current academic year. The calendar should include all school counseling activities and events for the year for the entire counseling program. Also include one detailed weekly calendar for each counselor in the school.

Calendar Scoring Rubric

| | | | |
|---|---|--|---|
| 4 Comprehensive master and weekly calendars for each counselor in the school exist that reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreements and school counseling program goals. There is clear evidence that the school counseling staff periodically reflects on the calendar, and there is evidence that the calendar reflects the percentage of time allocated in the management agreement. | 3 Strong master and weekly calendars reflect prioritized ASCA National Standards and delivery system priorities and school counseling program goals. There is evidence that the school counseling staff periodically reflects on the calendar, and there is evidence that the calendar reflects the percentage of time allocated in the management agreement. | 2 Weak master and weekly calendars reflecting some delivery system priorities are included. The calendars do not adequately reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreements and school counseling program goals. There is no clear evidence that the calendar reflects the percentage of time allocated in the management agreement. | 1 No master/weekly calendar or poor master and/or weekly calendar included. The calendars do not reflect prioritized ASCA National Standards, nor is there evidence that the school counseling staff reflects on the calendars. |
|---|---|--|---|

Recognized ASCA Model Program (RAMP)

C. DELIVERY**8. Classroom Curriculum**

Attach three lesson plans from each counselor in the school. Each counselor's three lesson plans should all revolve around a single topic/unit. You may use the following template or submit your own.

Classroom Curriculum Scoring Rubric

| 4 | 3 | 2 | 1 |
|--|--|--|---|
| A strong classroom guidance unit composed of at least three lessons directly tied to the ASCA National Standards and linked to ASCA or school competencies, indicators and school counseling program goals for each counselor in the school is included. The units are comprehensive enough to enable students to master the appropriate standards and competencies/indicators. Appropriate and relevant process, perception and results data for the lesson are included. | A good classroom guidance unit composed of at least three lessons directly tied to the ASCA National Standards and linked to ASCA or school competencies, indicators and school counseling programs goals for each counselor in the school is included. Appropriate process, perception and results data for the lessons are included. | Incomplete or inadequate classroom guidance unit that includes two or fewer lesson plans from each counselor in the school, not tied to the ASCA National Standards and ASCA or school competencies/indicators. Minimal process, perception and results data for the lesson may be included. | No classroom guidance unit included, or weak or incomplete classroom guidance units. No process, perception and results data for unit are included. |

Recognized ASCA Model Program (RAMP)**Template: Classroom Guidance**

Counselor Name _____

School _____

Title of Lesson _____

Date _____

Unit _____

Grade Level _____

Time Required _____

ASCA National Standard(s)

Competency(ies) Addressed

Material/Resources

Activity

Evaluation (must include process, perception and results data and how evaluation was conducted)
(Attach additional documentation as needed.)

Recognized ASCA Model Program (RAMP)

9. Small-Group Curriculum

Attach the plans for a small-group activity (either appraisal, advisement or responsive services) that was conducted by a counselor at your school during the designated school year. The group must have met at least four times. You may use the template on the next page or submit one of your own.

Small-Group Curriculum Scoring Rubric

| 4 | 3 | 2 | 1 |
|--|--|---|---|
| An exemplary small-group unit of at least four meetings is included. The unit is directly tied to the ASCA National Standards or school competencies/indicators and school counseling program goals. The unit is comprehensive enough to enable students to master the appropriate standards and competencies/indicators. Strong process, perception and results data for the unit are included. | A strong small-group unit of at least four meetings, directly tied to the ASCA National Standards and linked to ASCA or school competencies/indicators and school counseling program goals is included. Appropriate and relevant process, perception and results data for the unit are included. | A weak small-group that met three or fewer times and that is poorly tied to the ASCA National Standards and linked to ASCA or school competencies/indicators is included. Some process, perception and results data for the unit may be included. | An inadequate small-group that met once or twice and is not tied to the ASCA National Standards and linked to ASCA or school competencies/indicators is included. No process, perception and results data for the group are included. |

Recognized ASCA Model Program (RAMP)**Template: Small-Group Guidance**

Counselor Name _____ School _____

Purpose of Group _____

How/why was the group formed? _____

Grade Level _____ Time Required _____

ASCA National Standard(s)

Competency(ies) Addressed

Materials/Resources

Activity

Evaluation (should include process, perception and results data and how evaluation was conducted)
(Attach additional documentation as needed.)

Recognized ASCA Model Program (RAMP)

C. ACCOUNTABILITY**10. Guidance Curriculum Results Report**

Attach a guidance curriculum results report for at least four different guidance curriculum activities. You may use the following template or your own materials.

Guidance Curriculum Results Report Scoring Rubric

| 4 | 3 | 2 | 1 |
|---|--|---|--|
| An exemplary guidance curriculum results report that reflects the ASCA National Standards, school competencies/indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they are delivered; start and end dates; and perception, process and results data as available. Additional data, relevant examples and documentation are included. | A strong guidance curriculum results report that reflects the ASCA National Standards, school competencies/indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they are delivered; start and end dates; and perception, process and results data. Additional data, relevant examples and documentation are included. | An inadequate guidance curriculum report that does not adequately reflect the ASCA National Standards and school competencies/indicators and school goals. Supplemental information is lacking. | An incomplete or no guidance curriculum results report is included. The report does not reflect the ASCA National Standards and school competencies/indicators and school goals. |

Recognized ASCA Model Program (RAMP)



Guidance Activities Results Report (Large Group)*

School: _____

District: _____

| Counselor | Target Group | Curriculum and Materials | Start Date/ End Date | Process Data Number of Students Affected | Perception Data (Pre and post test competency attainment or student achievement data) | Results Data (Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data) | Implications (What does the data tell you? What can the student do with this now?) |
|-----------|--------------|--------------------------|-------------------------|---|--|--|---|
| | | | | | | | |

Principal's Signature _____

Date _____ Date of Staff Presentation _____

Prepared By _____

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

051507

Recognized ASCA Model Program (RAMP)

11. Closing the Gap Results Report

Attach results from a closing the gap activity. Include documentation/data on how this gap was identified and why it was important to address at this time.

Closing the Gap Results Report Scoring Rubric

| | | | |
|---|---|---|---|
| 4 An exemplary closing the gap results report addressing a particular need in the school that reflects the school competencies/indicators. The report includes the target group, the type of services delivered and in what manner, the start and end date, process data, perception data, results data and implications from the data. Strong supplemental/supporting documentation is also included that provides information on how this gap was identified. | 3 A strong closing the gap results report addressing a need in the school. The report includes at least six of the following components: the target group, the curriculum and material used, the type of services delivered and in what manner, the start and end date, process data, perception data, results data, and implications from the data. Good supporting documentation is also included that provides information on how this gap was identified. | 2 A weak closing the gap results report that minimally addresses a need in the school. Weak correlation between the activity and the school competencies/indicators. Supplemental documentation is lacking. | 1 An incomplete closing the gap results report that inadequately shows or doesn't show how the gap was identified. No supplemental documentation is included. |
|---|---|---|---|

Recognized ASCA Model Program (RAMP)



Closing the Gap Results Report (Small Group)*

School: _____ District: _____

Target Group selection is based upon the following data/information/school improvement goals:

| Counselor | Target Group | Curriculum and Materials | Start Date/ End Date | Process Data Number of Students Affected | Perception Data (Pre and post test competency attainment or student achievement data) | Results Data (Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data) | Implications (What does the data tell you? What can the student do with this now?) |
|-----------|--------------|--------------------------|-------------------------|---|--|--|---|
| | | | | | | | |

Principal's Signature _____

Date of Staff Presentation _____

Prepared By _____

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

051507

Recognized ASCA Model Program (RAMP)

12. Program Evaluation Reflection

How does your comprehensive counseling program use advocacy, leadership, systemic change and collaboration to make a difference for students?

(Response should be at least 500 words and no more than 1,500.)

Program Evaluation Reflection Scoring Rubric

| 4 | 3 | 2 | 1 |
|---|--|--|--|
| A strong, well-articulated and clearly organized response. Shows, through the use of specific details and examples, how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students. | An articulated and organized response. Shows, through the use of details and examples, how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students. | A weakly articulated response. Minimally shows how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students. | A poorly articulated response. Does not show how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students. |

Quotes

(Additional quotes from counselors and educators throughout the state of Utah.)

"The Utah Model for Comprehensive Counseling and Guidance and the ASCA National Model have been invaluable as a resource as we develop our school counseling program. The what, how, when and why of the program are explained thoroughly, so the model serves as a recipe for the development of a comprehensive school counseling program."

"The Utah Model for Comprehensive Counseling and Guidance helps counselors be proactive by focusing on meeting the needs of all students, as well as providing a framework for counselors to individualize their programs to meet the specific needs of their school populations."

"Using the Utah Model for Comprehensive Counseling and Guidance allows a counselor to get organized and deliver a quality program in every school. One of the revelations to me as a school counselor is that a counselor is able to reach all students and give them the opportunity of learning to work smarter for a lifetime instead of just working harder. If we always do what we have always done, we will always get what we have always gotten. Anything of value takes hard work to achieve it. Working smarter allows us to progress on the path and obtain greater heights."

"Utah continues to stay ahead of the national curve with our Comprehensive Counseling and Guidance programs in so many ways. The single most important way is that, for years, we have had a viable, clear, and strong Utah Model from which to work. The students of Utah are indeed lucky that we have so many caring, competent counselors at every level who are there to help them along the way, guided by our state model. Another important piece of our unique Utah counseling programs that truly help students are the SEOP and SEP. Utah counseling programs rock!"

"The Utah Model for Comprehensive Counseling and Guidance provides a solid framework to outline the specific responsibilities of counselors at all levels of service. As an elementary school counselor, the Utah Model provides standards to help me define my role in our school and community. Administrators, teacher, parents, and most importantly, students are familiar with the role of the school counselor. The Utah Model is our 'rock' and it defines our 'role.' 'Rock and role,' Utah school counselors!"

"The Comprehensive Counseling and Guidance Program gives counselors much-needed leeway to focus primarily on prevention, while still being able to service those students who have immediate needs and concerns."

[illegible]

Comprehensive Counseling and Guidance Program Performance Review

CIP #32.0107

Connecting Program Improvement and Student Learning



School: _____

Date: _____

District: _____

Submitted by: _____

On-Site Review Form for:

- ☐ Program Approval
- ☐ Interim Review

APPENDIX

CCGP Performance Review

Notes:

[illegible]

CCGP Performance Review:

Connecting Program Improvement and Student Learning

Section I:

Standard I

Standard II

Standard III

Standard IV

Standard V

Standard VI

Standard VII

System Support

Board Adoption and Approval

Comprehensive Counseling and
Guidance Training

Structural Components

Time Allocation

Interschool Communication

Program Leadership and Management

Data and Program Effectiveness

Section II:

Standard VIII

Standard IX

Standard X

Standard XI

Standard XII

Direct Services

Responsive Services

School Guidance Curriculum

Career Exploration and Development

SEOP Process

Every Student

CCGP Performance Review

Review Protocol

On-Site Review Process

The on-site review is a process developed within the framework of the Comprehensive Counseling and Guidance Program's (CCGP) structure to ensure that the school counseling team has implemented the program elements described in the review standards. Historically, we have referred to this on-site review process as an "evaluation" which provides program "accountability." It may be helpful to provide some definitions and common language to use in the on-site review process:

Accountability: We can discuss accountability in terms of meeting program standards or using funds appropriately. However, in the late 20th and early 21st centuries, accountability as used by the general public means student achievement.

Evaluation: "The purpose of evaluation is. . . to improve. . . . In educational evaluation, all available types of data, qualitative as well as quantitative, may be brought to bear" (*Evaluating Guidance Programs: A Practitioner's Guide*, 1991, ACT, p. 11). Historically, aside from the needs data, the CCGP has not emphasized the use of data to define program goals or measure program success in meeting these goals. Effective school improvement, as well as the Northwest Accreditation process, require an increase in the use of data related to all educational programs, including CCGP.

On-site review: A peer-to-peer review of the standards/elements of a Comprehensive Counseling and Guidance Program.

Program audit: "The program audit is used to assess the school counseling program in comparison with [a set of standards or a model program]. Audits serve to set the standard for the school counseling program. Audits are first performed when a counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strength and weaknesses are determined, and goals are created for the following year" (*ASCA National Model for School Counseling Programs, Second Edition*, American School Counseling Association, 2005, p. 131).

The on-site review process, as we have known it, provides an audit of the Comprehensive Counseling and Guidance Program – it has been used to ensure that a program is in place. Although the ASCA Model for School Counseling Programs uses the term "program audit," in Utah we will use "annual self-evaluation and Performance Review: in lieu of the term "audit." An evaluation of the Comprehensive Counseling and Guidance Program requires looking at the results, specifically improved performance for students. This document can help members of a guidance team begin making connections between Comprehensive Counseling and Guidance Program elements or standards and desired results for students as required by the Northwest Accreditation process described in the National Study of School Improvement (NSSE) document *School Improvement: Focusing on Student Performance*. A level 3 rating on a standard means that the program has met the expectation for that standard. A level 4 rating indicates and exemplary program that has connected school improvement plans and processes.

The on-site review process works like an SEP/SEOP conference for the Comprehensive Counseling and Guidance Program in that it serves to:

- Celebrate the school Comprehensive Counseling and Guidance Program.
- Recognize program strengths and accomplishments.
- Identify goals and areas for improvement.

Elementary Expectations

It is the goal of the Utah State Office of Education to have 100 percent of students in grades K-12, receive support from a CCGP. While they move towards achieving that goal, counselors or guidance personnel of elementary students should complete this document as a self-assessment. Personnel in the elementary schools will not be expected to defend their self-assessment in a formal review. However, using this document as a self-evaluation will aid elementary CCGP counselors or guidance specialists in better meeting the requirements of the Comprehensive Counseling and Guidance Model. Elementary counselors and programs are encouraged to meet these same competencies and provide these same services.

Essential Elements for the On-Site Review Process

In order to be prepared for a successful performance evaluation, a school program must have prepared three items:

1. A completed self-evaluation of the CCGP with copies of the self-evaluation for every member of the review team.
2. A program manual – see the description that follows.
3. Documentation, in the form of an evidence box or file, that the program as described in the manual exists and is being implemented.

Program Manual

In years past, most schools have provided a large binder that included program descriptions and substantial evidence supporting the program. Now, following the format of this document, the program being reviewed provides a program manual that contains a brief written response to each of the twelve standards, with a declaration of the level of self-evaluation for each indicator followed by specific details that support that self-evaluation. Programs must then also provide an organized file of evidence that may or may not be reviewed to support the written description and self-evaluation ratings.

General Format for the On-Site Review Process

1. At least one month prior to the on-site review, the Comprehensive Counseling and Guidance team completes a copy of the Performance Evaluation Self-Evaluation and submits the completed form to the district counseling leader. Completing a self-evaluation allows for honest reflection on the Comprehensive Counseling and Guidance Program and provides genuine opportunities for program improvement. The guidance team under review should circle the box for each indicator as the team believes it applies to their program.
2. The following time frame is recommended for the actual on-site review:
 - a. One to 1½ hours for the guidance team to make its presentation. **The actual presentation should focus on the standards listed in Section II: Direct Services, which includes Responsive Services, School Guidance Curriculum, Career Exploration and Development, SEOP Process and Every Student, and Standard VII, Data and Program Effectiveness.** School counselors must show that each activity implemented as part of the school counseling program was developed from careful analysis of student needs, achievement and related data. Information to support Standards I through VII should be covered incidentally within the context of the Direct Services presentation. Plan your time for each standard accordingly. Please make student, parent, and teacher involvement brief. The review team leader should keep team questions brief and the discussion focused.

CCGP Performance Review

- b. One-half to one hour for members of the review team to discuss their findings and prepare a summary and feedback for the program being evaluated.
- c. One-half to one hour to discuss the evaluation with the Comprehensive Counseling and Guidance Program team members, allowing adequate time for response and feedback from the team members of the program being reviewed.

On-Site Review Guidelines

1. Generally, one Comprehensive Counseling and Guidance Program will be reviewed by one team in one day. Exceptions to this guideline may be obtained by submitting a written request to the state Comprehensive Counseling and Guidance specialist.
2. The Comprehensive Counseling and Guidance team during the review presents evidence to support the levels of performance on the self-evaluation for each standard. The review team can then check the indicator boxes as the team makes the presentation. This should result in a side-by-side comparison of the self-evaluation and the review team evaluation.
3. District leaders overseeing the on-site review will acquire signatures from team members and district leadership. In charter school program reviews the charter school CCGP team will acquire appropriate counselor leadership signatures.
4. District/charter school counseling leaders submit a finalized copy of the review to the USOE CCGP Specialist by **May 1** of the current school year.

On-Site Review Team

1. A site review **team leader** is identified to facilitate the review process. This **team leader** should have participated on three or four review teams and should have prepared for a school's on-site review more than once.
2. Generally, team members include a district CTE director and/or a district counseling director, two or three school counselors, and a building administrator.
3. The majority of review team members should be from schools at the same level as the program being reviewed; e.g., middle school/JHS counselors review middle school/JHS programs, and high school counselors review high school programs. Likewise, alternative/charter school programs should be reviewed by at least one other alternative/charter school counselor.
4. In the case of charter schools the Comprehensive Counseling and Guidance Program is evaluated by a team from the resident district, and meets the standards as described for program approval.
5. Elementary counselors or administrators should participate as evaluators only if they have recent experience at the secondary level and have a good understanding of secondary Comprehensive Counseling and Guidance Programs. However, elementary personnel and others can be observers.
6. Team members should recognize that the on-site review is a formal process requiring professional etiquette; cell phones should be off and schedules arranged to give full attention to the guidance team presentation and the review process.

Related Policies and Guidelines

53A-1a-106. School district and individual school powers.

(2) (b) (i) Each local school board, in consultation with school personnel, parents, and school community councils or similar entities shall establish policies to provide for the effective implementation of a personalized student education plan (SEP) or student education/occupation plan (SEOP) for each student at the school site.

(ii) The policies shall include guidelines and expectations for:

(A) recognizing the student's accomplishments, strengths, and progress towards meeting student achievement standards as defined in U-PASS;

(B) planning, monitoring, and managing education and career development; and

(C) involving students, parents, and school personnel in preparing and implementing SEPs and SEOPs.

(iii) A parent may request conferences with school personnel in addition to SEP or SEOP conferences established by local school board policy.

(iv) Time spent during the school day to implement SEPs and SEOPs is considered part of the school term referred to in Subsection **53A-17a-103(5)**.

R277-462-3. Comprehensive Counseling and Guidance Program Approval and Qualifying Criteria.

A. (1) In order to qualify for Comprehensive Counseling and Guidance Program funds, schools shall implement SEOP policies and practices, consistent with Section 53A-1a-106(2)(b), local board or charter school governing board policy, and the school improvement plan developed for Northwest Accreditation.

The Utah Model for Comprehensive Counseling and Guidance Programs provides the following targets.
Sample Distribution of Total School Counselor Time

| Delivery System Component | Elementary School % of Time | Middle School % of Time | High School % of Time |
|-----------------------------|--------------------------------|----------------------------|--------------------------|
| Guidance Curriculum | 35-45% | 25-35% | 15-25% |
| Individual Student Planning | 5-10% | 15-25% | 25-35% |
| Responsive Services | 30-40% | 30-40% | 25-35% |
| System Support | 10-15% | 10-15% | 15-20% |

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program* (3rd ed.), Alexandria, VA: American Counseling Association.

In a typical 180-day school year, the actual days spent in each program delivery area might look like this.

| | Percentages | | |
|---------------------|-----------------------|-----------------------|-------------------------------|
| | Elementary School | Middle/Junior High | High School |
| Responsive Services | 35% (=63 days) | 25% (=45 days) | 25% (=45 days) |
| Guidance Curriculum | 40% (=72 days) | 35% (=63 days) | 25% (=45 days) |
| Individual Planning | 10% (=18 days) | 25% (=45 days) | 25 – 35% (=45-63 days) |
| System Support | 15% (=27 days) | 15% (=27 days) | 15% (=27 days) |

CCGP Performance Review

Meeting the Needs of Diverse Students

Diversity comes in many forms, from cultural and ethnic background to socioeconomic status to family structure and religious choices, including gender, language, age, and ability differences. Professional school counselors are expected to develop specific skills and knowledge to support and advocate for the diverse student populations served by the Comprehensive Counseling and Guidance Program.

Indicators have been incorporated in standards II, VI, VII, VIII, IX, and X to focus on the five diversity groups recognized by the federal government: American Indian/Alaskan Native, African American, Asian American, Hispanic/Latino, and Pacific Islander. The purpose of **Standard XII, Every Student, then, is to show that school counselors, through the Comprehensive Counseling and Guidance Program, understand the ways in which students at any one school differ from one another** (including cultural and ethnic background, socioeconomic status, family structure, and religious choices, as well as gender, language, age and ability differences) **and that adjustments have been made** in the implementation of the Comprehensive Counseling and Guidance Program for that school to accommodate those differences.

Respond to these new indicators as they apply to your school population.

What Makes American Indian Tribes so Different From Other Ethnic Minorities?**TRIBAL GOVERNMENTS AS SOVERIGN NATIONS**

“Indian tribes have held a unique position in the history of the American government as well as in contemporary affairs. The basis for that position is the fact that Indian tribes were recognized as sovereign from the time of discovery and recognition continues today.”
– Nancy M. Tuthill

What make American Indian tribes so unique from other ethnic minorities, besides their indigenous status, is that they are **land based** and have a **political relationship** with the United States government. This political relationship has several legal bases: (1) the “Commerce clause” of the U.S. constitution; (2) treaties between the U.S. and the Indian nations, legislation and subsequent federal policy; and (3) Supreme Court decisions and executive actions.

American Indian tribes, however, do not enjoy absolute sovereignty. Indian tribes do not exercise international independence (but neither do state governments). They are domestic independent nations (nations within a nation having a nation-to-nation relationship with the Federal Government). Additionally, the Federal Government has a unique trust or fiduciary responsibility for American Indian tribes and their interests and assets, as a result of treaties which stressed “such services as education, health, etc. in exchange for land.”

– Excerpted from the *American Indian Education Resource Book*, USOE, June 2004

Because of the unique relationship between the federal government and tribal governments as sovereign nations, and the commitment made to the American Indian/Alaskan Native people by the Utah State Office of Education in the State Education Plan, some indicators specific to American Indian/Alaskan Native students have also been added to Standards II, VI, VII, VIII, IX, and X of this document. As other ethnic/cultural communities come forward to offer suggestions for help specific to their students, additional indicators may be added.

CCGP Performance Review

Important:

Team leaders, please read the following interpretations of the Level of Performance ratings aloud to the members of the on-site review team and the Comprehensive Guidance Program team prior to beginning the program review:

| | |
|---------|---|
| Level 4 | An overall 4 rating on a standard indicates an exemplary CCG Program with data supporting contributions to school improvement, student achievement and connections to the overall mission of the school. Standards rated at this level have a close connection to the NSSE School Improvement Plan and the Northwest Accreditation process described in R227-413. |
| Level 3 | Standards rated at this level are recognized as part of a fully functioning program. Most good Comprehensive Counseling and Guidance Programs will have most standards rated at this level. |
| Level 2 | Standards rated at this level indicate areas for improvement. An adequate explanation will have been provided clarifying why the program is functioning at this level in this standard. It will not be unusual for a school's guidance program to have some areas in need of improvement. |
| Level 1 | Standards rated at this level are considered clearly deficient by the evaluation team and need immediate attention. Specific plans should be made for the time, effort and renewed commitment to the Comprehensive Counseling and Guidance Program required for improvement. |
| Level 0 | Standards rated at this level indicate that guidance teams need further explanation and greater understanding regarding the requirements of the Comprehensive Counseling and Guidance Program and/or the requirements of the on-site review process. |

What this means:

Level 4 overall ratings on a standard indicate a strong integration with school improvement and the Northwest Accreditation process, and a clear connection between Comprehensive Counseling and Guidance Program processes and student results.

Mostly **Level 3 overall ratings** for the standards indicate a strong Comprehensive Counseling and Guidance Program. However, guidance team members should recognize that Level 2 ratings help to identify areas for improvement.

Three or fewer **Level 2 overall ratings** for the standards indicate that a Comprehensive Counseling and Guidance Program can pass the review process; however, the review team should fully consider these ratings in the context of the overall program.

Four or five **Level 2 overall ratings** would indicate that another review should be scheduled for the program in one year.

A **Level 0 or 1 overall rating** for any standard would require, at a minimum, a six-month follow-up review of at least that standard by the same review team.

Overall ratings include careful consideration of all indicators for each standard. One Level 0 or Level 1 on an indicator does not necessarily mean failure. Likewise, one Level 2 on an indicator would not automatically eliminate a Level 3 overall rating on a standard.

**Declaration of Eligibility
for
Level 4 Rating**

1. The school is within one academic year (prior to, same year, or year following) of the Northwest Accreditation site visit.

Date of scheduled visit: _____

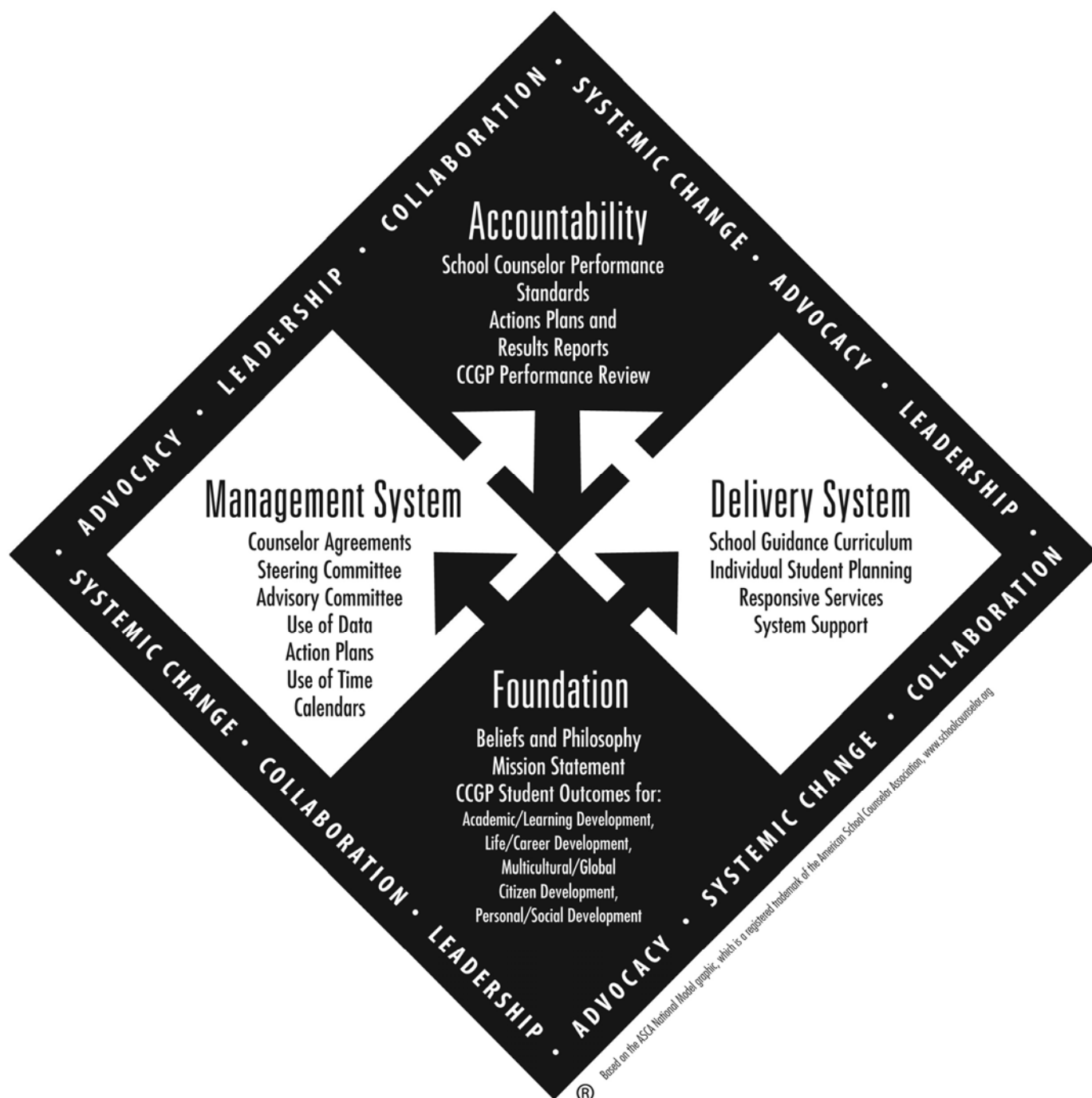
Today's date: _____

2. The school improvement team has been organized since _____ and is fully functioning.

List members of school improvement team:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

3. The school counselor(s) have actively participated with the school improvement team. Describe the nature of the counselor(s) involvement.
4. The school is eligible for a Level 4 rating (e.g., this is not a new school undergoing its first CCGP Performance Evaluation).



APPENDIX

CCGP Performance Review

| STANDARD I: <i>Board Adoption and Approval</i> of the CCGP by the local board of education/governing board and ongoing communication with the local board regarding program goals and outcomes supported by data. | | |
|---|--|---|
| Levels of Performance | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Approval | <ul style="list-style-type: none"> <input type="checkbox"/> Written evidence that the board has adopted the CCGP as a K-12 model for school counseling programs. <input type="checkbox"/> Evidence that district/charter school personnel understand that the local board adopting CCGP as the means for delivering school counseling to students requires support at the district level for counselors to highly implement the CCGP. | <ul style="list-style-type: none"> <input type="checkbox"/> Written evidence that the board has adopted the CCGP as a model for school counseling programs. <input type="checkbox"/> Evidence that district/charter school personnel understand that the local board adopting CCGP as the means for delivering school counseling to students requires support at the district level for counselors to highly implement the CCGP. |
| Communication | <ul style="list-style-type: none"> <input type="checkbox"/> District/charter school counseling leaders provide an annual written report to the local board of education/governing board regarding student achievement related to the CCGP. <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board within the past three years. This report describes how each school is adhering to the district's SEOP/SEP policy and includes data on program effectiveness. | <ul style="list-style-type: none"> <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board within a three-year period. <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board within the past three years. This report describes how each school is adhering to the district's SEOP/SEP policy and includes data on program effectiveness. |

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

CCGP Performance Review

| Overall rating for this standard: 4 3 2 1 0 | | | |
|--|---|--|--|
| Levels of Performance | | | |
| 2 Limited development and/or partial implementation | 1 Low level of development and implementation | 0 No evidence of development or implementation | |
| <input type="checkbox"/> Written evidence that the board has adopted the CCGP. <input type="checkbox"/> Some evidence that district/charter school personnel understand that the local board adopting CCGP as the means for delivering school counseling to students requires support at the district level for counselors to implement the CCGP. | <input type="checkbox"/> Written evidence that the board has adopted the CCGP. <input type="checkbox"/> Little evidence that district/charter school personnel understand the significance of the local board adopting CCGP as the means for delivering school counseling to students. | <input type="checkbox"/> No evidence is provided of board approval of the CCGP. <input type="checkbox"/> No evidence that district/charter school personnel understand the significance of the local board adopting CCGP as the means for delivering school counseling to students. | |
| <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board outside of a three-year period. <input type="checkbox"/> District/charter school counseling leaders have presented to the local board of education/governing board within the past five years. | <input type="checkbox"/> District/charter school counseling leaders have not presented to the local board of education/governing board. <input type="checkbox"/> Local board has adopted the CCGP program. No evidence of communication with the local board since adoption of the CCGP. | <input type="checkbox"/> District/charter school counseling leaders have not presented to the local board of education/governing board. <input type="checkbox"/> Current board members are unaware of the CCGP. | |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

APPENDIX

CCGP Performance Review

| STANDARD II: <i>Comprehensive Counseling and Guidance Training</i>. Regular participation of guidance team members in USOE sponsored Comprehensive Counseling and Guidance Training. | | |
|--|---|---|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Professional Development | <input type="checkbox"/> All counseling team members – administrator(s) and counselor(s) – have accessed available state and district yearly training opportunities (e.g., CTE Summer Conference/Comprehensive Counseling and Guidance Training, and/or principal meeting with CCGP training). <input type="checkbox"/> Counselors participate in professional development activities to support school improvement goals and desired results for student learning. <input type="checkbox"/> Members of the CCGP team have accessed many specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Counselors have membership in and participate in professional organizations. | <input type="checkbox"/> All counseling team members – administrator(s) and counselor(s) – have accessed available state and district yearly training opportunities (e.g., CTE Summer Conference/Comprehensive Counseling and Guidance Training, and/or principal meeting with CCGP training). <input type="checkbox"/> Counselors participate in yearly professional development activities. <input type="checkbox"/> Members of the CCGP team have accessed some specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Counselors have membership in and participate in professional organizations. |
| AI/AN | <input type="checkbox"/> Members of the CCGP have accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/or village affiliation. <input type="checkbox"/> Counselors are aware of and working toward fulfilling the components of the proposed AI/AN endorsement for school counselors. | <input type="checkbox"/> Members of the CCGP team have accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/or village affiliation. <input type="checkbox"/> Counselors are aware of and working toward fulfilling the components of the proposed AI/AN endorsement for school counselors. |
| Basic Training | <input type="checkbox"/> All counseling team members and administrators have recently participated in USOE-sponsored Basic Training to support the integration of the Comprehensive Counseling and Guidance Program with the NSSE School Improvement Plan. | <input type="checkbox"/> All counseling team members and administrators have participated in USOE-sponsored Basic Training. |

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

CCGP Performance Review

| Overall rating for this standard: 4 3 2 1 0 | | | | |
|---|--|---|--|--|
| Levels of Performance | | | | |
| 2 Limited development and/or partial implementation | 1 Low level of development and implementation | 0 No evidence of development or implementation | | |
| <input type="checkbox"/> Most counseling team members – administrator(s) and counselor(s) – have accessed available state and district yearly training opportunities. <input type="checkbox"/> Counselors have limited participation in yearly professional development activities. <input type="checkbox"/> Members of the CCGP team have started to participate in specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Most counsellors have membership in and participate in professional organizations. | <input type="checkbox"/> Some counseling team members – administrator(s) and counselor(s) – have accessed available state and district yearly training opportunities. <input type="checkbox"/> Counselors do not take opportunities to participate in yearly professional development activities. <input type="checkbox"/> Members of the CCGP team have not accessed specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Some counsellors have membership in and participate in professional organizations. | <input type="checkbox"/> Counseling team members – administrator(s) and counselor(s) – have not accessed available state and district yearly training opportunities. <input type="checkbox"/> Counselors do not participate in professional development activities. <input type="checkbox"/> Members of the CCGP team are not aware of specific professional development opportunities supportive of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> No counsellors have membership in and participate in professional organizations. | | |
| <input type="checkbox"/> Most members of the CCGP team have accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/or village affiliation. <input type="checkbox"/> Counselors are beginning to work toward fulfilling the components of the proposed AI/AN endorsement for school counselors. | <input type="checkbox"/> Some members of the CCGP team have accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/o village affiliation. <input type="checkbox"/> Counselors are aware of the components of proposed AI/AN endorsement for school counselors but have not begun working toward fulfilling them. | <input type="checkbox"/> No member of the CCGP team has accessed specific professional development opportunities supportive of AI/AN students, particularly to gain understanding of traditions, beliefs, and values of tribal and/or village affiliation. <input type="checkbox"/> Counselors are not aware of the proposed AI/AN endorsement for school counselors. | | |
| <input type="checkbox"/> Most counseling team members have participated in USOE-sponsored Basic Training. | <input type="checkbox"/> Some counseling team members have participated in USOE-sponsored Basic Training. | <input type="checkbox"/> Counseling team members have not participated in USOE-sponsored Basic Training. | | |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

APPENDIX

CCGP Performance Review

| STANDARD III: <i>Structural Components</i>. Structural components and policies support the Comprehensive Counseling and Guidance Program. This includes adequate resources and support for guidance facilities, materials, equipment, clerical staff, and school improvement processes. | | |
|--|--|---|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Student Ratios | <input type="checkbox"/> Student/licensed school counselor ratio in terms of percentage of contract time devoted to CCGP activities is 350/1 or less. | <input type="checkbox"/> Student/licensed school counselor ratio in terms of percentage of contract time devoted to CCGP activities is 351/1 to 375/1. |
| Funding and Budget | <input type="checkbox"/> The guidance team has worked with the district and the school administration to establish a budget which adequately supports the CCGP. | <input type="checkbox"/> The guidance team has worked with the district and the school administration to establish a budget which adequately supports the CCGP. |
| Structural Components | <input type="checkbox"/> The CCGP facilities includes separate offices, an inviting outer welcoming area, conference room and, for secondary programs, a Career Center area. <input type="checkbox"/> Elementary counselors have adequate facilities for the CCGP. <input type="checkbox"/> Full-time clerical support <input type="checkbox"/> Up-to-date computer facilities, software and assessment tools to meet the needs of students and personnel <input type="checkbox"/> Extended days or hours aimed at benefiting students and parents or guardians are available and funded adequately <input type="checkbox"/> The CCGP effectively uses all available strategies, including technology, to communicate with parents or guardians, students and staff (e.g., an updated website). | <input type="checkbox"/> The CCGP facilities include most of the following: separate offices, an inviting outer welcoming area, conference room and, for secondary programs, a Career Center area. <input type="checkbox"/> Elementary counselors have separate facilities for the CCGP. <input type="checkbox"/> Adequate clerical support <input type="checkbox"/> Computer facilities, software and assessment tools are adequate for running the CCGP. <input type="checkbox"/> Extended days or hours aimed at benefiting students and parents or guardians are available and funded adequately. <input type="checkbox"/> The CCGP effectively uses some available strategies, including technology, to communicate with parents or guardians, students and staff (e.g., an updated website). |

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

CCGP Performance Review

| | | | | | | | | |
|--|--|--|--|---|---|--|---|---|
| Overall rating for this standard: | | | | 4 | 3 | 2 | 1 | 0 |
| Levels of Performance | | | | | | | | |
| 2 | | | 1 | | | 0 | | |
| Limited development and/or partial implementation | | | Low level of development and implementation | | | No evidence of development or implementation | | |
| <input type="checkbox"/> Student/licensed school counselor ratio, in terms of percentage of contract time devoted to CCGP activities, is 376/1 to 425/1 or less. | | | <input type="checkbox"/> Student/licensed school counselor ratio, in terms of percentage of contract time devoted to CCGP activities, is 426/1 to 475/1 or less. | | | <input type="checkbox"/> Student/licensed school counselor ratio, in terms of percentage of contract time devoted to CCGP activities, exceeds 475/1. | | |
| <input type="checkbox"/> Some funds are provided for the needs of the CCGP. | | | <input type="checkbox"/> Evidence shows that funding is inadequate for the needs of the CCGP. | | | <input type="checkbox"/> No funding is available to support the CCGP. | | |
| <input type="checkbox"/> The CCGP facilities include some of the following: separate offices, an outer welcoming area, conference room and, for secondary programs, a Career Center/area. <input type="checkbox"/> Elementary counselors have limited space for the CCGP. <input type="checkbox"/> Clerical support is part-time or otherwise limited. <input type="checkbox"/> Computer facilities and/or software and assessment tools are limited and do not support the needs of all students or the staff. <input type="checkbox"/> Limited availability of extended days/hours to benefit students and parents. <input type="checkbox"/> The CCGP effectively uses few available strategies, including technology, to communicate with parents or guardians, students and staff (e.g., an updated website). | | | <input type="checkbox"/> The CCGP facilities are outdated or do not include most of the following: separate offices, an outer welcoming area, conference room and, for secondary programs, a Career Center/area. <input type="checkbox"/> Elementary counselors share space with other educators for the CCGP. <input type="checkbox"/> Clerical support is limited. <input type="checkbox"/> Computer facilities and/or software and assessment tools are limited and do not support the needs of all students or the staff. <input type="checkbox"/> Extended days/hours to benefit students and parents are unavailable. <input type="checkbox"/> The CCGP uses no available strategies, to communicate with parents or guardians, students and staff. | | | <input type="checkbox"/> The CCGP facilities are outdated or do not include most of the following: separate offices, an outer welcoming area, conference room and, for secondary programs, a Career centered/area <input type="checkbox"/> Elementary counselors do not have space for the CCGP. <input type="checkbox"/> Clerical support is unavailable. <input type="checkbox"/> Computer facilities, software and assessment tools are not available. <input type="checkbox"/> Extended days/hours are unavailable to students and parents. <input type="checkbox"/> The CCGP uses no available strategies, to communicate with parents or guardians, students and staff. | | |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

APPENDIX

CCGP Performance Review

| STANDARD IV: <i>Time Allocation</i>. Evidence is provided that EIGHTY PERCENT of aggregate counselors' time is devoted to DIRECT services to students through a balanced program of individual planning, guidance curriculum, and responsive services consistent with the results of school needs data. | | |
|--|---|--|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Target Time Allocation | <input type="checkbox"/> Target time for CCGP has been established and customized to meet the needs of the individual school. | <input type="checkbox"/> Target time for CCGP has been established and customized to meet the needs of the individual school. |
| Time and Task Analysis | <input type="checkbox"/> Sample time and task analysis in all four Comprehensive Counseling and Guidance components are charted by every counselor (e.g., one day each week or one week per month—at least ten sample days). <input type="checkbox"/> Time allocation in each component correlates with school improvement goals and improved results for students as defined by the school improvement plan. | <input type="checkbox"/> Sample time and task analysis in all four Comprehensive Counseling and Guidance components are charted by every counselor (e.g., one day each week or one week per month—at least ten sample days). |
| Eighty Percent (80%) Direct Services to Students | <input type="checkbox"/> At least eighty percent of each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive services). | <input type="checkbox"/> At least eighty percent of each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive services). |
| Calendar | <input type="checkbox"/> A full-year CCGP calendar is provided that correlates with the counselor's target time allocations and school improvement goals. <input type="checkbox"/> A current calendar is posted and updated regularly on the school's CCGP web page or other venues and/or languages supportive to their students and parents. | <input type="checkbox"/> A full-year CCGP calendar is provided that clearly defines specific CCGP activities. <input type="checkbox"/> A current calendar is posted and updated regularly through venues and/or languages supportive to their students and parents. |
| Non-Guidance Activities | <input type="checkbox"/> Non-guidance activities are eliminated from every counselor's duties through a strong integration with the Utah CCGP Model and school improvement processes. <input type="checkbox"/> Counselors have no responsibility for standardized test administration or coordination. <input type="checkbox"/> Counselors serve as advisors for master schedule building, but they do not have primary responsibility. | <input type="checkbox"/> Counselor "fair share" responsibilities are consistent with the Utah CCGP Model and school improvement plans and goals. <input type="checkbox"/> Counselors are not chiefly responsible for standardized test administration or coordination. <input type="checkbox"/> Counselors have some responsibility for master schedule building, but they do not have primary responsibility. |

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

CCGP Performance Review

| | | | | | | | | |
|--|--|--|---|---|---|---|---|---|
| Overall rating for this standard: | | | | 4 | 3 | 2 | 1 | 0 |
| Levels of Performance | | | | | | | | |
| 2 | | | 1 | | | 0 | | |
| Limited development and/or partial implementation | | | Low level of development and implementation | | | No evidence of development or implementation | | |
| <input type="checkbox"/> Target time for CCGP has been established and customized to meet the needs of the individual school. | | | <input type="checkbox"/> No target time for CCGP has been established. | | | <input type="checkbox"/> No target time for CCGP has been established. | | |
| <input type="checkbox"/> Time and task analysis in all four CCGP components is not clearly charted by every counselor regularly. | | | <input type="checkbox"/> Personal time logs are not identified into the four areas of CCGP. | | | <input type="checkbox"/> No evidence of time and task analysis | | |
| <input type="checkbox"/> At least 80 percent of collective each counselor's contract time is spent on direct services (guidance curriculum, individual planning, and responsive services). | | | <input type="checkbox"/> Each counselor is spending more than 20 percent of his/her contract time in system support/non-guidance activities. | | | <input type="checkbox"/> No evidence of time allocations for every counselor | | |
| <input type="checkbox"/> A school calendar is loosely aligned with CCGP and lists general activities by month. <input type="checkbox"/> Counselors are assigned some non-guidance activities without attention to school improvement plans. | | | <input type="checkbox"/> A school calendar is provided without clearly outlining CCGP activities. <input type="checkbox"/> Counselors are routinely assigned non-guidance activities, such as teaching assignments, which draw them away from full-time counseling. | | | <input type="checkbox"/> No school or CCGP calendar is provided. <input type="checkbox"/> A high percentage of counselors' time is consumed by non-guidance activities, such as teaching assignments, which draw them away from full-time counseling. | | |
| <input type="checkbox"/> Counselors have responsibilities not consistent with the Utah CCGP Model or school improvement plans and goals. <input type="checkbox"/> Counselors have primary responsibility for standardized test administration or coordination. <input type="checkbox"/> Counselors have primary responsibility for master schedule building. | | | <input type="checkbox"/> Most of the counselors responsibilities are not consistent with the Utah CCGP Model or school improvement plans and goals. <input type="checkbox"/> Counselors have total responsibility for standardized test administration or coordination. <input type="checkbox"/> Counselors have total responsibility for master schedule building. | | | <input type="checkbox"/> Most of the counselors responsibilities are not consistent with the Utah CCGP Model or school improvement plans and goals. <input type="checkbox"/> Counselors have total responsibility for standardized test administration or coordination. <input type="checkbox"/> Counselors have total responsibility for master schedule building. | | |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

APPENDIX

CCGP Performance Review

| STANDARD V: <i>Interschool Communication</i>. This includes communication, collaboration, and coordination with the feeder system regarding the CCGP. The Comprehensive Counseling and Guidance Program is discussed and coordinated as a K-12 concept. | | |
|--|---|---|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Secondary Coordination | <input type="checkbox"/> Secondary counselors have a planned, formal, calendared quarterly meeting with cone (feeder system). <input type="checkbox"/> Written agendas and minutes are available. Agendas reflect transition plans from junior high/middle school to high school. <input type="checkbox"/> Curriculum and activities are coordinated from level to level. <input type="checkbox"/> CCGP works within the feeder system(s) to share information about all students, especially diverse students, in regard to student identification, student needs, and transitions. | <input type="checkbox"/> Secondary counselors have a formal, calendared, twice-yearly meeting with cone (feeder system). <input type="checkbox"/> Written agendas and minutes are available. Agendas reflect transition plans from junior high/middle to high school. <input type="checkbox"/> Curriculum and activities are coordinated from level to level. <input type="checkbox"/> CCGP works within feeder system(s) to share information about all students in regard to student identification, student needs, and transitions. |
| Collaboration K-12 | <input type="checkbox"/> Elementary counselors or representatives and secondary counselors, meet at least twice yearly within feeder system(s) to plan for student transition. <input type="checkbox"/> The SEP/SEOP process and materials are coordinated with district and school improvement goals. <input type="checkbox"/> Individual student information to support responsive services and student success is exchanged in a coordinated process. <input type="checkbox"/> This CCGP program collaborates in the feeder system(s) to provide effective transitions and training to meet the needs of all students, including specific activities for diverse populations. | <input type="checkbox"/> Programs within the feeder system(s) meet at least once per year to plan for student transition. <input type="checkbox"/> The SEP/SEOP process and materials are coordinated with the immediate feeder schools. <input type="checkbox"/> Individual student information to support responsive services is exchanged in a coordinated process. <input type="checkbox"/> This CCGP program collaborates in the feeder system(s) to provide effective transitions and training to meet the needs of all students, including specific activities for diverse populations. |

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

CCGP Performance Review

| | | | | | | | | |
|---|--|--|---|---|---|--|---|---|
| Overall rating for this standard: | | | | 4 | 3 | 2 | 1 | 0 |
| Levels of Performance | | | | | | | | |
| 2 Limited development and/or partial implementation | | | 1 Low level of development and implementation | | | 0 No evidence of development or implementation | | |
| <input type="checkbox"/> Secondary counselors have an annual meeting. <input type="checkbox"/> Written agendas and minutes are not available. <input type="checkbox"/> Curriculum and activities are not coordinated from level to level. <input type="checkbox"/> Within the feeder system, this CCGP has made some attempt to share information about most students in regard to identification, student needs, and transitions. | | | <input type="checkbox"/> Transition is loosely organized through e-mail, voice mail, etc., but problems are not resolved and planning is inadequate. <input type="checkbox"/> Meetings are scheduled on an "as needed" basis. <input type="checkbox"/> Curriculum and activities are not coordinated from level to level. <input type="checkbox"/> This CCGP makes no attempt to share information about students, especially diverse students, in regard to student identification, student needs, and transitions. | | | <input type="checkbox"/> Entire cone does not meet. <input type="checkbox"/> Secondary counselors are not meeting. <input type="checkbox"/> Curriculum and activities are not coordinated from level to level. <input type="checkbox"/> Entire feeder system shares no information about students in regard to student identification, student needs, and transitions. | | |
| <input type="checkbox"/> Opportunities for transition are limited to the registration process. <input type="checkbox"/> The SEP/SEOP process and materials are coordinated with immediate feeder schools. <input type="checkbox"/> Individual student information to support responsive services is occasionally shared through a coordinated process. <input type="checkbox"/> Some CCG Programs in the feeder system collaborate to provide effective transitions and supportive training for some diverse students in the system. | | | <input type="checkbox"/> Little attention is paid to student transition. <input type="checkbox"/> The SEP/SEOP process and materials are being articulated. <input type="checkbox"/> Individual student information to support responsive services is shared only by direct request. <input type="checkbox"/> None of the CCG Programs in the feeder system collaborate to provide effective transitions and supportive training for diverse students. | | | <input type="checkbox"/> Student transition issues are ignored. <input type="checkbox"/> The SEP/SEOP process and materials are not articulated. <input type="checkbox"/> Individual student information is not shared. <input type="checkbox"/> None of the CCG Programs in the feeder system collaborate to provide effective transitions and supportive training for diverse students. | | |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

APPENDIX

CCGP Performance Review

| STANDARD VI: <i>Program Leadership and Management.</i> Structures and processes are in place to ensure effective program management, including and advisory/steering committee. Evidence is present that counselors are working as program leaders and the CCGP is an integral part of the school improvement team. | | |
|--|--|---|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for our self-evaluation of your program performance. Review Team – Check the boxes that indicate our evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Advisory/ Steering Committee | <input type="checkbox"/> The advisory/steering committee meets at least quarterly. <input type="checkbox"/> Membership includes diverse representatives from the CCGP, administration, staff, and parents and community members, and the membership represents the diverse populations in the community. <input type="checkbox"/> The advisory/steering committee, as a community focus group, supports and assists the CCGP in developing specific guidelines and goals for student achievement based on an assessment of student needs and other measurable data and consistent with the school improvement plan. <input type="checkbox"/> Agendas and minutes of all meetings are available and clearly reflect the purposes and goals of the CCGP. | <input type="checkbox"/> The advisory/steering committee meets at least semi annually. <input type="checkbox"/> Membership includes diverse representatives from the CCGP, administration, teachers, parents, community and students. <input type="checkbox"/> The advisory/steering committee, as a community focus group, gives attention to current school/district goals and student needs. <input type="checkbox"/> Agendas and minutes of all meetings are available. |
| Program Leadership | <input type="checkbox"/> A CCGP chairperson has been designated. CCGP team members have duties defined by a management planning tool or agreement. <input type="checkbox"/> CCGP committee has facilitated the inclusion of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> Evidence is present that CCGP members meet monthly with team members. <input type="checkbox"/> The CCGP team provides training and in-service for staff related to CCGP, student achievement and the school improvement plan. <input type="checkbox"/> Training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to staff by members of the CCGP team to improve student achievement, attendance, and behavior. | <input type="checkbox"/> A CCGP chairperson has been designated. CCGP team members have duties defined by a management planning tool. <input type="checkbox"/> CCGP committee has facilitated the inclusion of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> Evidence is present that CCGP members meet on a monthly basis. <input type="checkbox"/> The CCGP team provides training and in-service for staff about the CCGP and its relationship to improved student achievement. <input type="checkbox"/> Training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to staff by members of the CCGP team to improve student achievement, attendance, and behavior. |
| School Improvement Team | <input type="checkbox"/> The CCGP team works with the administration and school staff in designing, implementing, and evaluating the school improvement plan. | <input type="checkbox"/> The CCGP team works with the administration and staff in implementing the school improvement plan. |

School Guidance Team – Circle boxes for Self-evaluation and provide information as required in other standards on page 38.

CCGP Performance Review

| | | | | | | |
|--|--|--|---|--|---|---|
| Overall rating for this standard: | | 4 | 3 | 2 | 1 | 0 |
| Levels of Performance | | | | | | |
| 2 Limited development and/or partial implementation | | 1 Low level of development and implementation | | 0 No evidence of development or implementation | | |
| <input type="checkbox"/> The advisory/steering committee meets at least annually. <input type="checkbox"/> Membership is diverse but provides a limited role for stakeholders. <input type="checkbox"/> The advisory committee has limited input and responsibility in relation to the CCGP and school improvement plan. Counselors do not participate on a regular basis with the designated advisory committee or school improvement team. <input type="checkbox"/> Some agendas and minutes are available. | | <input type="checkbox"/> The advisory/steering committee is organized, but does not have a regular meeting schedule. <input type="checkbox"/> Limited attempts have been made to involve diverse membership on the advisory committee. <input type="checkbox"/> The role of the advisory committee is not clearly defined in relation to the CCGP and the overall school improvement plan. <input type="checkbox"/> Neither agendas nor minutes are available. | | <input type="checkbox"/> There is no evidence that an advisory/steering committee is organized or functioning. <input type="checkbox"/> No attempts have been made to involve diverse membership on this advisory committee. <input type="checkbox"/> There is little or no communication between the school, community, and the CCGP. <input type="checkbox"/> Neither agendas nor minutes are available. | | |
| <input type="checkbox"/> A CCGP chairperson has been designated. Limited evidence is present that members of the CCGP have clearly defined responsibilities and have adequate information about all aspects of the CCGP. <input type="checkbox"/> CCGP committee has attempted the inclusion of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> Evidence is present that CCGP meetings take place as needed. <input type="checkbox"/> The CCGP team provides limited training and in-service for staff related to CCGP and the relationship to improved student achievement. <input type="checkbox"/> Some training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to staff by the CCGP team. | | <input type="checkbox"/> A CCGP chairperson has been designated. There is limited evidence that members of the CCGP have clearly defined responsibilities. <input type="checkbox"/> CCGP committee has not included AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> Some CCGP meetings occur on an "as needed" basis. <input type="checkbox"/> There is little or no evidence of training or in-service of the school staff in relation to the CCGP. <input type="checkbox"/> Little training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to staff by the CCGP team. | | <input type="checkbox"/> A CCGP chairperson has been designated. There is no evidence of clearly defined responsibilities or duties for members of the CCGP. <input type="checkbox"/> CCGP committee has not included AI/AN, African American, Asian, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> There is no evidence of CCGP meetings. <input type="checkbox"/> There is no evidence of any training or in-service of the school staff in relation to the CCGP. <input type="checkbox"/> No training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to staff by the CCGP team. | | |
| <input type="checkbox"/> The CCGP team has some limited involvement in the implementation of the school improvement plan. | | <input type="checkbox"/> There is little evidence that the CCGP team is involved in the implementation of the school improvement plan. | | <input type="checkbox"/> There is no evidence that the CCGP team is involved in the school improvement process. | | |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance and provide information as required on page 39.

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CCGP Performance Review

| STANDARD VII: Data and Program Effectiveness. The program uses current school data including a formal student/parent/teacher needs assessment, which is completed and analyzed at least every three (3) years, and annual data projects as defined by the USOE. | | |
|--|---|---|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Assessment, Use of Data and Program Effectiveness (The purpose of this standard is to give a general overview of needs assessment and needs data findings and annual data projects. Indicators will need to be evaluated after direct services presentations, standards VIII through XII.) | <input type="checkbox"/> A formal collection of relevant needs data has been completed at least one school year prior to the site review and in a time frame that allows the results to be addressed within the current program <input type="checkbox"/> The needs data includes feedback from parents, students, faculty and administration. <input type="checkbox"/> Needs data addresses CCGP student outcomes, consistent with the Utah Model and appropriate school district, state and national standards, and goals. | <input type="checkbox"/> A formal collection of relevant needs data has been completed within three years of the on-site review. <input type="checkbox"/> The needs data includes feedback from parents, students, faculty, and administration. <input type="checkbox"/> Needs data addresses CCGP student outcomes, consistent with the Utah Model and appropriate school district, state and national standards, and goals. |
| Analysis and Implementation | <input type="checkbox"/> Program goals are developed based on an analysis of the needs data. <input type="checkbox"/> Priorities for strategies and interventions within each component of the Comprehensive Counseling and Guidance Program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data and school data. (Evaluate this item following Direct Services presentation). <input type="checkbox"/> Data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations. | <input type="checkbox"/> Program goals are developed based on an analysis of the needs data. <input type="checkbox"/> Priorities for strategies and interventions within each component of the Comprehensive Counseling and Guidance Program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data. <input type="checkbox"/> Data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations. |
| Data Projects and Self-Evaluation for Program Effectiveness | <input type="checkbox"/> Effective data projects for guidance activities and "closing the gap" have been designed and implemented annually. <input type="checkbox"/> Data that measures program effectiveness for at least two annual projects has been collected and analyzed, and contributes to the desired results for student learning as identified in the school improvement plan. | <input type="checkbox"/> Effective data projects for guidance activities and "closing the gap" have been designed and implemented annually. <input type="checkbox"/> Data that measures program effectiveness for at least two annual projects has been collected and analyzed. |
| Professional Obligations/Leadership | <input type="checkbox"/> Timely annual presentations on data projects have been made to school faculty. <input type="checkbox"/> Documentation is provided for timely submission of the annual self-evaluation. <input type="checkbox"/> Documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP contributed to state-wide accountability by participation in the most recent CCGP evaluation. | <input type="checkbox"/> Annual presentations on data projects have been made to school faculty. <input type="checkbox"/> Documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> Documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP contributed to state-wide accountability by participation in the most recent CCGP evaluation. |
| American Indian/Alaska Native Students (See American Indian/Alaskan Native Sovereignty Policy statement on pages 5 and 6 of the Protocol) | <input type="checkbox"/> AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. Identification of AI/AN students includes tribal and/or village affiliation. <input type="checkbox"/> Formal collection of needs data for AI/AN students includes progress to graduation, involvement of parent, guardian, or significant adult. <input type="checkbox"/> School or district-wide data projects for guidance activities and "closing the gap" have been effectively implemented for AI/AN student populations equal to or greater than 10, with at least one project every three years. | <input type="checkbox"/> AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. Identification of AI/AN students includes tribal and/or village affiliation. <input type="checkbox"/> Formal collection of needs data for AI/AN students includes progress to graduation, involvement of parent, guardian or significant adult. <input type="checkbox"/> School or district-wide data projects for guidance activities and "closing the gap" have been appropriately implemented for AI/AN student populations equal to or greater than 10 with at least one project every three years. |

School CCGP Team – Circle boxes for self-evaluation and provide information as required in other standards on page 38.

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| Overall rating for this standard: 4 3 2 1 0 | | |
|--|---|--|
| Levels of Performance | | |
| 2 Limited development and/or partial implementation | 1 Low level of development and implementation | 0 No evidence of development or implementation |
| <input type="checkbox"/> Needs data is either outdated or too recent to have been implemented in the current program. <input type="checkbox"/> The needs data is based on an incomplete sample of data from parents, students, and faculty. <input type="checkbox"/> The needs data partially addresses CCGP student competencies with appropriate school, district, state, and national standards. | <input type="checkbox"/> Needs data fails to address student competencies with appropriate school, district, state, and national standards. <input type="checkbox"/> The needs data is based on an incomplete sample of data from parents, students, and faculty and/or fails to include data from one of these sample groups. <input type="checkbox"/> The needs data does not addresses CCGP student competencies with appropriate school, district, state, and national standards. | <input type="checkbox"/> There is no evidence of an effort to collect data related to student guidance needs or program development. <input type="checkbox"/> There is no needs data collection. <input type="checkbox"/> The needs data does not addresses CCGP student competencies with appropriate school, district, state, and national standards. |
| <input type="checkbox"/> There is some evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are passed on an analysis of the needs data. | <input type="checkbox"/> There is limited evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data. | <input type="checkbox"/> There is no evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data. |
| <input type="checkbox"/> Annual data projects have been developed, but no effort has been made to measure program effectiveness. | <input type="checkbox"/> Some data projects have been developed, but efforts to measure program effectiveness are not adequate. | <input type="checkbox"/> No current effectiveness data or projects have been developed. |
| <input type="checkbox"/> Occasional presentations on data projects have been made to the school faculty. <input type="checkbox"/> No documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> Documentation is provided for occasional participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP did not contribute to state-wide accountability by participation in the most recent CCGP evaluation. | <input type="checkbox"/> No presentations on data projects have been made to the school faculty. <input type="checkbox"/> No documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> No documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP did not contribute to state-wide accountability by participation in the most recent CCGP evaluation. | <input type="checkbox"/> No presentations on data projects have been made to school faculty. <input type="checkbox"/> No documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> No documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP did not contribute to state-wide accountability by participation in the most recent CCGP evaluation. |
| <input type="checkbox"/> Some AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. <input type="checkbox"/> Some formal collection of needs data for AI/AN students has been attempted. Some attempt has been made to include supportive AI/AN adults with advisory/steering committee. <input type="checkbox"/> No school- or district-wide data projects for guidance activities and "closing the gap" have been implemented for AI/AN students within the past three years. | <input type="checkbox"/> No AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. <input type="checkbox"/> No formal collection of needs data for AI/AN students has been attempted. Supportive adults are not included. <input type="checkbox"/> No school- or district-wide data projects for guidance activities and "closing the gap" have been implemented for AI/AN students. | <input type="checkbox"/> No AI/AN students are recognized either by self-identification or through collaboration with district and tribal education leaders. <input type="checkbox"/> No formal collection of needs data for AI/AN has been attempted. <input type="checkbox"/> No school- or district-wide data projects for guidance activities and "closing the gap" implemented for AI/AN students. |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance and provide information as required on page 39.

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| STANDARD VIII: <i>Responsive Services</i>. These services are available to address the immediate concerns and identified needs of all students through an education-oriented and programmatic approach, and in collaboration with existing school programs and coordination with family, school and community resources. | | |
|---|---|--|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Prevention | <input type="checkbox"/> Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. <input type="checkbox"/> There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> Counselors are current regarding applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used. <input type="checkbox"/> Counselors use a programmatic system (e.g., Myrick's model—see the Illustrated Guide on the CCGP homepage) to deliver information to students about growth, development and transition issues to empower students to successfully navigate developmental challenges and life events. | <input type="checkbox"/> Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. <input type="checkbox"/> There is evidence of effective coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> Counselors are current regarding applicable laws (e.g., FERPA, and AI/AN Utah residency regulations). Required forms are used. <input type="checkbox"/> Counselors use a programmatic system in most instances to deliver information to students about growth, development, and transition issues to empower students to successfully navigate developmental challenges and life events. |
| Intervention | <input type="checkbox"/> Programs and activities have been implemented that address issues identified from the needs data collection and analysis. <input type="checkbox"/> The CCGP provides ongoing, effective groups and classes to deal with ongoing student issues (e.g., grief, divorce, transitions, or violence) and are responsive to school needs data and school improvement plans. <input type="checkbox"/> Counselors effectively follow-up with students or others as required following responsive services contact. <input type="checkbox"/> District and school crisis response plans are in place. | <input type="checkbox"/> Programs and activities have been implemented which address issues identified from the needs data collection and analysis. <input type="checkbox"/> The CCGP provides ongoing, effective groups and classes to deal with ongoing student issues (e.g., grief, divorce, transitions, or violence) and are responsive to school needs data. <input type="checkbox"/> Counselors effectively follow-up with students or others as required following responsive services contact. <input type="checkbox"/> District and school crisis response plans are in place. |
| AI/AN | <input type="checkbox"/> Support for students specific to AI/AN issues (e.g., sovereignty, cultural grief, social structure, and learning processes) is available in the school or community. | <input type="checkbox"/> Support for students specific to AI/AN issues (e.g., sovereignty, cultural grief, social structure, and learning processes) is available in the school or community. |

School CCGP Team – Circle the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 40.

CCGP Performance Review

| | | | | | | |
|---|--|--|---|---|---|---|
| Overall rating for this standard: | | 4 | 3 | 2 | 1 | 0 |
| Levels of Performance | | | | | | |
| 2 Limited development and/or partial implementation | | 1 Low level of development and implementation | | 0 No evidence of development or implementation | | |
| <input type="checkbox"/> Provisions have been made for counselor availability and/or timely response to student, staff and parent needs. <input type="checkbox"/> There is some coordination with existing school and district programs and collaboration with school, community, and family resources. <input type="checkbox"/> Counselors are aware of applicable laws. Required forms are used sometimes. <input type="checkbox"/> Counselors are beginning to use a programmatic system, but still rely primarily on a crisis response format to deliver information to students about growth, development, and transition issues to empower students to successfully navigate developmental challenges and life events. | | <input type="checkbox"/> Counselors have made no provisions for availability. <input type="checkbox"/> There is little or no knowledge or use of existing resources. <input type="checkbox"/> Counselors are not current regarding applicable laws and required forms are not used. <input type="checkbox"/> Counselors are using only a crisis response system to deliver information to students about growth, development, and transition issues, and are not empowering students to successfully navigate developmental challenges and life events. | | <input type="checkbox"/> No programs or planning of services has taken place. <input type="checkbox"/> There is no knowledge or use of existing resources. <input type="checkbox"/> Counselors are not current regarding applicable laws, and required forms are not used. <input type="checkbox"/> Counselors are using only a crisis response system to deliver information to students about growth, development, and transition issues, and are not empowering students to successfully navigate developmental challenges and life events. | | |
| <input type="checkbox"/> Programs and activities have been implemented, but are not responsive to the needs data collection and analysis. <input type="checkbox"/> Some groups are organized. Their relation to school needs data and school improvement goals is not clear. <input type="checkbox"/> Counselors make some attempts to follow-up with students. <input type="checkbox"/> The district response plan in connection to the school response plan is not clear. | | <input type="checkbox"/> Minimal programs exist to address the immediate and ongoing needs of the students. <input type="checkbox"/> There is no evidence of counselors using groups for response plan. <input type="checkbox"/> Counselors make no attempts to follow-up with students. <input type="checkbox"/> No district/school plans are in place. | | <input type="checkbox"/> No proactive programs exist. <input type="checkbox"/> Counselors are not using groups for response plan. <input type="checkbox"/> Counselors make no attempts to follow-up with students. <input type="checkbox"/> No district/school plans are in place | | |
| <input type="checkbox"/> Specific support groups to meet the needs of AI/AN students are sometimes available in the school or community. | | <input type="checkbox"/> Specific support groups to meet the needs of AI/AN students are rarely available in the school or community. | | <input type="checkbox"/> Specific support groups to meet the needs of AI/AN students are not available in the school or community. | | |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 41.

APPENDIX

CCGP Performance Review

| STANDARD IX: <i>School Guidance Curriculum.</i> The program delivers a developmental and sequential guidance curriculum in harmony with content standards identified in the Utah Model for CCGP. The guidance curriculum is prioritized according to the results of the school needs assessment process. | | |
|---|--|---|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Curriculum Content | <input type="checkbox"/> Counselors have used needs data collection and analysis school improvement plan goals to prioritize strategies and interventions within the CCGP. <input type="checkbox"/> Evidence is provided that the guidance curriculum is in harmony with the CCGP Student Outcomes identified in the Utah Model and is supportive of school improvement goals. <input type="checkbox"/> Counselors have developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers. The curriculum supports school improvement plans. <input type="checkbox"/> A wide range of specific orientation activities are provided for diverse students regarding school function, education values, and expectations in an effort to maximize student achievement, good behavior, and attendance. | <input type="checkbox"/> Counselors have used needs data collection and analysis to prioritize strategies and interventions within the CCGP. <input type="checkbox"/> Evidence is provided that the guidance curriculum is in harmony with the CCGP Student Outcomes identified in the Utah Model. <input type="checkbox"/> Counselors have developed or implemented a guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> Many specific orientation activities are provided for diverse students regarding school function, education values, and expectations in an effort to maximize student achievement, good behavior, and attendance. |
| Curriculum Delivery | <input type="checkbox"/> Counselors are actively involved in teaching the curriculum that supports school improvement goals. <input type="checkbox"/> Counselors collaborate with teachers to infuse and improve a guidance curriculum content consistent with school improvement goals. <input type="checkbox"/> Counselors implement varying instructional strategies and learning styles to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students, recognizing that there are different cognitive styles within racial/ethnic/cultural groups. <input type="checkbox"/> Counselors have also collaborated with teachers on instructional styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students learning to maximize achievement. | <input type="checkbox"/> Counselors are actively involved in teaching the guidance curriculum. <input type="checkbox"/> All teachers have been surveyed to determine which of the identified competencies they are teaching. Results are compiled and used to determine what curriculum will be taught by counselors. <input type="checkbox"/> Counselors implement varying instructional strategies and learning styles to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students, recognizing that there are different cognitive styles within racial/ethnic/cultural groups. <input type="checkbox"/> Counselors have also collaborated with teachers on instructional styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students learning to maximize achievement. |

School CCGP Team – Circle the boxes for level of self-evaluation and provide information as required on other standards on page 40.

CCGP Performance Review

| | | | | | | |
|--|--|---|---|--|---|---|
| Overall rating for this standard: | | 4 | 3 | 2 | 1 | 0 |
| Levels of Performance | | | | | | |
| 2 Limited development and/or partial implementation | | 1 Low level of development and implementation | | 0 No evidence of development or implementation | | |
| <input type="checkbox"/> Results of the needs data collection are not used to prioritize program content. <input type="checkbox"/> Subject matter is chosen without reference to CCGP student outcomes. <input type="checkbox"/> Counselors have begun to develop or implement a guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> Some specific orientation activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance. | | <input type="checkbox"/> Results of the needs data collection are not used to prioritize program content. <input type="checkbox"/> Subject matter is chosen without reference to CCGP student outcomes. <input type="checkbox"/> Counselors have identified the guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> Occasional specific orientation activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance. | | <input type="checkbox"/> No curriculum content has been identified. <input type="checkbox"/> Subject matter is chosen without reference to CCGP student outcomes. <input type="checkbox"/> Counselors have not developed or implemented guidance curriculum to meet content standards not covered by classroom teachers. <input type="checkbox"/> No specific orientation activities are provided for diverse students regarding school function, education values and expectations in an effort to maximize student achievement, good behavior and attendance. | | |
| <input type="checkbox"/> Counselors teach or provide guidance curriculum only upon request. <input type="checkbox"/> Some data is gathered from the faculty to determine which CCGP student outcomes have been included in the classroom. <input type="checkbox"/> Counselors are beginning to identify instructional strategies to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Counselors have begun to collaborate with teachers on instruction styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students' learning styles to maximize achievement. | | <input type="checkbox"/> Counselors are involved in the classroom only to deliver registration materials and to make SEOP appointments. <input type="checkbox"/> No data is gathered from the faculty to determine which CCGP student outcomes have been included in the classroom. <input type="checkbox"/> Counselors are aware of the need to identify instructional strategies to meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Counselors are aware of the need to collaborate with teachers on instruction styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students' learning styles to maximize achievement. | | <input type="checkbox"/> Counselors are not involved in any classroom presentations. <input type="checkbox"/> There is no attempt to contact teachers regarding CCGP student outcomes taught in the classroom. <input type="checkbox"/> Counselors are not aware of instructional strategies to help meet the needs of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students. <input type="checkbox"/> Counselors are unaware of the need to collaborate with teachers on instruction styles that support AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students' learning styles to maximize achievement. | | |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 41.

APPENDIX

CCGP Performance Review

| STANDARD X: <i>Career Exploration and Development.</i> The program provides assistance for students in career development, including awareness and exploration, job seeking and finding skills, and post-high school placement. | | |
|--|--|---|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Grades K – 6 | <input type="checkbox"/> Students participate in multiple age-level-appropriate career awareness and beginning exploration activities annually. | <input type="checkbox"/> Students participate in at least one age-level-appropriate career awareness and beginning exploration activity annually. |
| Grade 7 | <input type="checkbox"/> The CTE Intro career development activities are sequenced throughout the CTE Intro course and have become an integral part of the CCGP. Evidence is gathered to determine the effectiveness of the CTE Intro course using USOE-developed instruments as they become available. <input type="checkbox"/> Counselors participate fully as members of the CTE Intro team. | <input type="checkbox"/> The CTE Intro career development activities are sequenced throughout the CTE Intro course and have become an integral part of the CCGP. Evidence is gathered to determine the effectiveness of the CTE Intro course using USOE-developed instruments as they become available. <input type="checkbox"/> Counselors participate fully as members of the CTE Intro team. |
| Grades 8 – 12 | <input type="checkbox"/> Career exploration and development activities are fully developed and provided for all students at multiple times during each grade level. <input type="checkbox"/> Career exploration and development activities use an ACSCI-approved Career Information Delivery System (CIDS) at each grade level. <input type="checkbox"/> Students have multiple opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in an ACSCI-approved (CIDS). <input type="checkbox"/> There is evidence of next-step planning activities for all students. <input type="checkbox"/> Every student has been provided with age-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and-finding skills, post-high school placement skills, and school success practices. | <input type="checkbox"/> Career exploration and development activities are provided for all students at each grade level. <input type="checkbox"/> Career exploration and development activities using an ACSCI-approved Career Information Delivery System (CIDS), are provided for all students multiple times during the middle/junior high and high school levels. <input type="checkbox"/> Students have at least an annual opportunity to explore CTE Pathways in addition to the traditional exploration searches using the tools in an ACSCI-approved Career Information Delivery System (CIDS) <input type="checkbox"/> There is evidence of next-step planning activities for all students. <input type="checkbox"/> A majority of students are provided with age-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and-finding skills, post-high school placement skills, and school success practices. |
| AI/AN | <input type="checkbox"/> Counselors, working with district Title VII personnel, are well-informed about, or are able to access information regarding, career opportunities and training programs supportive of AI/AN students. | <input type="checkbox"/> Counselors, working with district title VII personnel, are well-informed about, or are able to access information regarding, career opportunities and training programs supportive of AI/AN students. |

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

CCGP Performance Review

| Overall rating for this standard: | | | | |
|---|--|--|---|---|
| 4 | 3 | 2 | 1 | 0 |
| Levels of Performance | | | | |
| 2 Limited development and/or partial implementation | 1 Low level of development and implementation | 0 No evidence of development or implementation | | |
| <input type="checkbox"/> Students participate in multiple age-level-appropriate career awareness and beginning exploration activities during their elementary years. | <input type="checkbox"/> Students participate in occasional age-level-appropriate career awareness and beginning exploration activities. | <input type="checkbox"/> Students participate in no age-level-appropriate career awareness and beginning exploration activities. | | |
| <input type="checkbox"/> The CTE Intro Career Development activities are sequenced throughout the CTE Intro course, with some involvement of the school counselors. Some measures of effectiveness have been implemented. | <input type="checkbox"/> The CTE Intro Career Development activities are sequenced throughout the CTE Intro course, with very limited involvement by the school counselors. No measures of effectiveness have been implemented. | <input type="checkbox"/> There is no evidence that the CCGP counselors are involved with the CTE Intro curriculum. No measures of effectiveness have been implemented. | | |
| <input type="checkbox"/> Counselors have some participation in the delivery of career development activities. | <input type="checkbox"/> Counselors have limited participation in the delivery of career development activities. | <input type="checkbox"/> Counselors do not participate in the delivery of career development activities. | | |
| <input type="checkbox"/> Some career exploration and development activities are provided, but not all students at a given grade level have been reached. | <input type="checkbox"/> Few or no career exploration activities are provided for students at any grade level. | <input type="checkbox"/> There is no evidence that career exploration/development activities are provided for or coordinated by the CCGP. | | |
| <input type="checkbox"/> Students have several opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in ACSCI-approved Career Information Delivery System (CIDS) | <input type="checkbox"/> Students have limited opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in the ACSCI-approved Career Information Delivery System (CIDS) | <input type="checkbox"/> Students have no opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in the ACSCI-approved Career Information Delivery System (CIDS) | | |
| <input type="checkbox"/> Some next-step planning activities are available to students. | <input type="checkbox"/> There is limited use of next-step planning activities for students. | <input type="checkbox"/> There is no evidence of next step planning. | | |
| <input type="checkbox"/> Limited resources are available for students to access for career development information. | <input type="checkbox"/> Few resources are available for students to access career development information. | <input type="checkbox"/> No resources are available for students to access career development information. | | |
| <input type="checkbox"/> Students have been provided with some age-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and -finding skills, post-high school placement skills, and school success practices. | <input type="checkbox"/> Few students have been provided with age-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and -finding skills, post-high school placement skills, and school success practices. | <input type="checkbox"/> There is no evidence provided of assistance to students in next-step planning and in developing employability skills, job-seeking and -finding skills, post-high school placement skills, and school success practices. | | |
| <input type="checkbox"/> Counselors are somewhat aware of information regarding career opportunities and training programs supportive of AI/AN students. | <input type="checkbox"/> Counselors are not informed about and do not access information regarding career opportunities and training programs supportive of AI/AN students. | <input type="checkbox"/> Counselors provide no information regarding career opportunities and training programs supportive of AI/AN students. | | |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

APPENDIX

| STANDARD XI: <i>SEOP Process</i>. Programs shall establish Student Education Occupation Planning (SEP/SEOP) for every student, both as a process and a product, consistent with local board policy and the goals of the Comprehensive Counseling and Guidance Program, Secondary School Accreditation (R277-413) and Applied Technology Education (R277-911). | | |
|--|--|--|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| District Policy | <input type="checkbox"/> A copy of local district SEP/SEOP policy has been provided. | <input type="checkbox"/> A copy of local district SEP/SEOP policy has been provided. |
| Student | <input type="checkbox"/> Multiple efforts have been made to include every student. A measure of SEP/SEOP quality has been surveyed. <input type="checkbox"/> Multiple efforts have been made to include a parent or guardian for every student, and a measure of SEP/SEOP quality has been surveyed. | <input type="checkbox"/> Multiple efforts have been made to include every student, and data has been collected on student participation. <input type="checkbox"/> Multiple efforts have been made to include a parent or guardian for every student. |
| Parent | <input type="checkbox"/> Documentation consistent with district requirements has been provided regarding student and parent participation, including parent signatures on an SEP/SEOP form maintained for each student. | <input type="checkbox"/> Documentation consistent with district requirements has been provided regarding student and parent participation including parent signatures on an SEP/SEOP form maintained for each student. |
| Counselor | <input type="checkbox"/> The counselors have maintained leadership and responsibility for the SEP/SEOP process. <input type="checkbox"/> The counselors conduct more than one individual SEP/SEOP with every student during the student's enrollment at the school. <input type="checkbox"/> Counselors provide thorough training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student and parent needs has been established for individual and small group conferences. | <input type="checkbox"/> The counselors have maintained leadership and responsibility for the SEP/SEOP process. <input type="checkbox"/> The counselors conduct at least one individual SEP/SEOP with every student during the student's enrollment at the school. <input type="checkbox"/> Counselors provide thorough training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student needs has been established for individual and small group conferences. |
| Process/ Document | <input type="checkbox"/> The SEP/SEOP process and conferences include the following elements with some measures of effectiveness and connection to student achievement: <input type="checkbox"/> Objectives by grade level <input type="checkbox"/> Assessments using an ACSCI-approved Career Information Delivery System (CIDS) (highly recommended.) <input type="checkbox"/> Advisement <input type="checkbox"/> Goal-setting and planning processes using CHOICES Explorer and/or CHOICES Planner preferred <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans using the Utah CIDS <input type="checkbox"/> Education and career goals using the Utah CIDS <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> Counselors use written plans and assessment information from previous years and previous schools to improve the effectiveness of SEP/SEOP conferences. <input type="checkbox"/> SEP/SEOP processes and conferences are summative and student directed <input type="checkbox"/> A written and/or electronic document exists | <input type="checkbox"/> The SEP/SEOP process and conferences include the following elements: <input type="checkbox"/> Objectives by grade level <input type="checkbox"/> Assessments using an ACSCI-approved Career Information Delivery System (CIDS) (highly recommended.) <input type="checkbox"/> Advisement <input type="checkbox"/> Goal-setting and planning processes using CHOICES Explorer and /or CHOICES Planner <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans using the Utah CIDS <input type="checkbox"/> Education and career goals – using the Utah CIDS <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> Counselors use written plans and assessment information from previous years and previous schools to improve the effectiveness of SEP/SEOP <input type="checkbox"/> SEP/SEOP processes and conferences are summative and student directed <input type="checkbox"/> A written and/or electronic document exists |

School CCGP Team – Circle the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 42.

| | | | | | | |
|---|--|--|---|---|---|---|
| Overall rating for this standard: | | 4 | 3 | 2 | 1 | 0 |
| Levels of Performance | | | | | | |
| | | | | | | |
| 2 Limited development and/or partial implementation | | 1 Low level of development and implementation | | 0 No evidence of development or implementation | | |
| <input type="checkbox"/> A copy of local district SEP/SEOP policy has been provided. | | <input type="checkbox"/> A copy of local district SEP/SEOP policy has not been provided. | | <input type="checkbox"/> A copy of local district SEP/SEOP policy has not been provided. | | |
| <input type="checkbox"/> Efforts have been made to include every student, and data has been collected on student participation. <input type="checkbox"/> Efforts have been made to include a parent or guardian for every student. | | <input type="checkbox"/> Students are invited to participate in the SEP/SEOP conferences. <input type="checkbox"/> Parents are invited to participate in the SEP/SEOP conferences. | | <input type="checkbox"/> Students are selectively invited to participate in the SEP/SEOP conferences. <input type="checkbox"/> No effort has been made to include the parents. | | |
| <input type="checkbox"/> Some documentation consistent with district requirements has been provided regarding student and parent participation. Efforts are made to maintain parent signatures. | | <input type="checkbox"/> Limited documentation consistent with district requirements has been provided regarding student and parent participation. Little effort is made to maintain parent signatures. | | <input type="checkbox"/> No documentation consistent with district requirements has been provided regarding student and parent participation. Parent signatures are not maintained. | | |
| <input type="checkbox"/> The counselors have maintained leadership and responsibility for the SEP/SEOP process. <input type="checkbox"/> Counselors do not meet in individual conferences with every student during the student's enrollment at the school, but they directly supervise other educators in such conferences. <input type="checkbox"/> Counselors provide some training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student needs has been established for some individual and small group conferences. | | <input type="checkbox"/> Counselors do not take leadership in maintaining the quality of the SEP/SEOP conferences and processes. <input type="checkbox"/> Responsibility for conducting the SEP/SEOP conferences has been assumed by other educators. <input type="checkbox"/> Counselors provide limited training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student needs has been established for limited individual and small group conferences. | | <input type="checkbox"/> Counselor lacks commitment to the SEP/SEOP conferences and processes. <input type="checkbox"/> There are no SEP/SEOP conferences. <input type="checkbox"/> Counselors provide no training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student needs has been established for no individual and small group conferences. | | |
| <input type="checkbox"/> The SEP/SEOP process and conferences include some of the following elements: <input type="checkbox"/> Objectives by grade level <input type="checkbox"/> Assessments <input type="checkbox"/> Advisement <input type="checkbox"/> Goal-setting and planning processes <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans <input type="checkbox"/> Education and career goals <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> A written document exists. | | <input type="checkbox"/> The SEP/SEOP process and conferences do not include specified content. <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans <input type="checkbox"/> Education and career goals <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> No written document exists. | | <input type="checkbox"/> SEP/SEOP content has not been considered. <input type="checkbox"/> No written document exists. | | |

Review Team - Check the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 42. Provide the number of students in each grade level. Provide the number of individual SEP/SEOP conferences held at each grade level. Provide the number of parents or guardians participating in individual SEP/SEOP conferences at each grade level.

APPENDIX

CCGP Performance Review

| STANDARD XII: <i>Every Student</i>. All program elements are designed to recognize and address the diverse needs of every student. (This standard provides the platform for a guidance program that reaches 100 percent of students. All other standards should have provided evidence that the program meets this standard.) | | |
|---|---|--|
| Levels of Performance | | |
| School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance. | | |
| Indicators | 4 Exemplary level of development and implementation | 3 Fully functioning and operational level of implementation |
| Identification of Diverse Populations/Students | <input type="checkbox"/> Evidence shows that the CCGP and the school improvement team have identified student populations according to their diversity, including, but not limited to: <ul style="list-style-type: none"> • Academically challenged students. • Economically challenged students. • Students with diverse ethnic or cultural backgrounds. • Students with disabilities. • Academically talented students. • Students with limited English proficiency. • Refugee and immigrant students. | <input type="checkbox"/> Evidence shows that most of the special student populations have been identified school-wide, including, but not limited to: <ul style="list-style-type: none"> • Academically challenged students. • Economically challenged students. • Students with diverse ethnic or cultural backgrounds. • Students with disabilities. • Academically talented students. • Students with limited English proficiency. • Refugee and immigrant students. |
| Changes and/or Modifications to the Program (Limit the presentation to programs directly connected to CCGP. Show counselor involvement. How do such programs meet student needs?) | <input type="checkbox"/> There is evidence of the use of disaggregated data to measure and provide equity in educational opportunities. <input type="checkbox"/> There is evidence of an ongoing evaluation of all elements of the CCGP and efforts made to make changes in the program in order to meet the needs of all students, especially students of diverse backgrounds. | <input type="checkbox"/> Use of disaggregated data to provide equity in educational opportunities for all students. <input type="checkbox"/> There is evidence that materials and program content have been modified to meet the needs of diverse students. |
| Meeting the Needs of Every Student | <input type="checkbox"/> There is ample evidence that the CCGP is providing important personalized services that meet the needs of every students, including those listed above as well as the federally recognized groups of AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students. | <input type="checkbox"/> There is sufficient evidence that the CCGP is providing important personalized services that meet the needs of every student, including those listed above as well as the federally recognized groups of AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students. |

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the SIP:

CCGP Performance Review

| | | |
|---|---|---|
| Overall rating for this standard: 4 3 2 1 0 | | |
| Levels of Performance | | |
| | | |
| 2 Limited development and/or partial implementation | 1 Low level of development and implementation | 0 No evidence of development or implementation |
| <input type="checkbox"/> Evidence shows that some special student populations have been identified school-wide, and services have been designed to meet their needs. | <input type="checkbox"/> Evidence shows that special student populations have not been identified school-wide, but some services have been designed to meet some needs. | <input type="checkbox"/> There is no evidence that special student populations have been identified school-wide, and no services have been designed to meet their needs. |
| <input type="checkbox"/> There is some use of disaggregated data to provide equity in educational opportunities for all students. <input type="checkbox"/> There is evidence that some materials and program content have been modified to meet the needs of diverse students. | <input type="checkbox"/> There is little use of disaggregated data to provide equity in educational opportunities for most students <input type="checkbox"/> There is evidence that few materials and program content have been modified to meet the needs of diverse students | <input type="checkbox"/> There is no use of disaggregated data to provide equity in educational opportunities for every student. <input type="checkbox"/> There is no evidence that materials and program content have been modified to meet the needs of diverse students |
| <input type="checkbox"/> There is some evidence that the CCGP is providing important personalized services that meet the needs of every student, including those listed above as well as AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students. | <input type="checkbox"/> There is little evidence that the CCGP is providing important personalized services that meet the needs of every student, including those listed above as well as AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students. | <input type="checkbox"/> There is no evidence that the CCGP is providing important personalized services that meet the needs of every student, including those listed above as well as AI/AN, African American, Asian American, Hispanic/Latino, and Pacific Islander students. |

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations:

CCGP Performance Review Summary

School: _____

Date: _____

Section I: System Support

| | |
|--|--|
| Standard I: <i>Board Adoption and Approval</i> | Overall rating for this standard: 4 3 2 1 0 |
|--|--|

Strengths:

Recommendations:

| | |
|--|--|
| Standard II: <i>Comprehensive Counseling and Guidance Training</i> | Overall rating for this standard: 4 3 2 1 0 |
|--|--|

Strengths:

Recommendations:

| | |
|--|--|
| Standard III: <i>Structural Components</i> | Overall rating for this standard: 4 3 2 1 0 |
|--|--|

Strengths:

Recommendations:

| | |
|-------------------------------------|--|
| Standard IV: <i>Time Allocation</i> | Overall rating for this standard: 4 3 2 1 0 |
|-------------------------------------|--|

Strengths:

Recommendations:

| | |
|--|--|
| Standard V: <i>Interschool Communication</i> | Overall rating for this standard: 4 3 2 1 0 |
|--|--|

Strengths:

Recommendations:

CCGP Performance Review

| | |
|---|--|
| Standard VI: <i>Program Leadership and Management</i> | Overall rating for this standard: 4 3 2 1 0 |
|---|--|

Strengths:

Recommendations:

| | |
|---|--|
| Standard VII: <i>Data and Program Effectiveness</i> | Overall rating for this standard: 4 3 2 1 0 |
|---|--|

Strengths:

Recommendations:

Section II: Direct Services

| | |
|---|--|
| Standard VIII: <i>Responsive Services</i> | Overall rating for this standard: 4 3 2 1 0 |
|---|--|

Strengths:

Recommendations:

| | |
|--|--|
| Standard IX: <i>School Guidance Curriculum</i> | Overall rating for this standard: 4 3 2 1 0 |
|--|--|

Strengths:

Recommendations:

| | |
|---|--|
| Standard X: <i>Career Exploration and Development</i> | Overall rating for this standard: 4 3 2 1 0 |
|---|--|

Strengths:

Recommendations:

APPENDIX

CCGP Performance Review

| | |
|----------------------------------|--|
| Standard XI: <i>SEOP Process</i> | Overall rating for this standard: 4 3 2 1 0 |
|----------------------------------|--|

Strengths:

Recommendations:

| | |
|------------------------------------|--|
| Standard XII: <i>Every Student</i> | Overall rating for this Standard: 4 3 2 1 0 |
|------------------------------------|--|

Strengths:

Recommendations:

Overall Strengths:

Overall Recommendations:

CCGP Performance Review

ALL standards must be met for a program to be an approved Comprehensive Counseling and Guidance Program. If all standards are not met, the school may be held harmless for six (6) months without losing funding provided the program passes a re-evaluation within that six (6) month period.

The overall recommendation by the On-Site Review Committee of the school's Comprehensive Counseling and Guidance Program is: (check one and provide dates)

☐ **Pass:** Mostly **Level 3 overall ratings**, indicating a fully functioning program.

Next Review will take place in school year: 20_____ - 20_____

☐ **Probation:** Four or five **Level 2 overall ratings** or a **Level 0 or 1 overall rating** on one or more standards: requires a follow-up review within six months by the same review team.

Date of follow-up review: _____

☐ **Failed:** A six-month review was not scheduled and/or passed.

Date follow-up review must be completed by: _____

School administrator signature as evidence of participation in and attendance at this review:

Date: _____

ON-SITE REVIEW COMMITTEE CHAIR AND COMMITTEE MEMBER SIGNATURES

| | | | |
|-----------------------------|--------------------------------|-------------------------|--------------------------------|
| Chair | School/District/Charter School | Counselor Member | School/District/Charter School |
| Administrator Member | School/District/Charter School | Counselor Member | School/District/Charter School |
| CTE/SS Member | School/District/Charter School | Member | School/District/Charter School |

SCHOOL DISTRICT APPROVAL: Please provide the following signatures.

| | |
|---|--------------|
| District/Charter School CTE Director: | Date: |
| District/Charter School Student Services/Counselor Supervisor: | Date: |
| District/Charter School Superintendent: | Date: |

This form must be received by the Secondary Comprehensive Counseling and Guidance Specialist at USOE on or before May 1st of the school year during which the on-site review is scheduled.

APPENDIX

CCGP Performance Review

Additional page for Standards VI, and VII

Standard VI: *Program Leadership and Management*

School CCGP Team – Describe how the program has addressed recommendations from the past review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

Standard VII: *Data and Program Effectiveness*

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

Additional page for Standards VI and VII

Standard VI: *Program Leadership and Management*

Review Team – Describe program strengths:

Review Team – Identify new program recommendations:

Standard VII: *Data and Program Effectiveness*

Review Team – Describe program strengths:

Review Team – Identify new program recommendations:

APPENDIX

CCGP Performance Review

Additional page for Standards VIII and IX

Standard VIII: Responsive Services

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

Standard IX: School Guidance Curriculum

School Guidance Team – Describe how the program has addressed recommendations from the last review:

School Guidance Team – Describe new program goals:

Improvement Plan Component:

Additional page for Standards VIII and IX

Standard VIII: Responsive Services

Review Team – Describe how the program has addressed recommendations from the last review:

Review Team – Describe new program goals:

Improvement Plan Component:

Standard IX: School Guidance Curriculum

Review Team – Describe how the program has addressed recommendations from the last review:

Review Team – Describe new program goals:

Improvement Plan Component:

APPENDIX

CCGP Performance Review

Additional page for Standard XI

Standard XI: SEOP Process

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

Improvement Plan Component:

Standard XI: SEOP Process

Review Team – Describe how the program has addressed recommendations from the last review:

Review Team – Describe new program goals:

Improvement Plan Component:

Notes:

[illegible]



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